

Behaviour and Relationships Policy: A positive and restorative approach



Philosophy

At Phoenix Infant and Nursery School, we aim to create a welcoming, safe and nurturing environment where positive behaviour is taught, recognised and encouraged. We provide a calm and caring school community where everyone feels valued, relationships are prioritised, and children are supported to understand how their choices affect themselves and others. By providing clear expectations, consistent routines and a positive atmosphere, effective teaching and learning can take place.

Children and visitors often comment on the positive behaviour, welcoming atmosphere and respectful relationships across the school. We value this feedback as a reflection of the consistent expectations, caring relationships and shared responsibility that underpin our approach.

We believe that in order to learn and develop, socially and emotionally children need a calm and caring environment where adults expect and maintain clear, consistent and positive boundaries by supporting and praising appropriate behaviours.

With a caring and consistent approach, we encourage each child to understand the part they play as a member of the school community and to become tolerant, understanding individuals who respect the rights, opinions, beliefs and property of others.

We prioritise respectful social behaviour through teaching shared values, modelling positive relationships and using a growth mindset approach. We expect and encourage children to develop self-awareness, personal responsibility and an understanding of how their choices affect others. Clear expectations, consistent routines, positive reinforcement and restorative support form the framework of our approach.

We recognise the importance of high self-esteem and the role it plays in developing self-motivation, achievement and self-discipline. Each child is respected as an individual. We believe a positive self-image is developed by encouraging self-confidence, independence and self-control.

We expect positive and respectful behaviour. Bullying, discriminatory behaviour or behaviour that harms others is unacceptable and will not be tolerated.

The staff have the right to:

- Staff have the right to teach in a calm, respectful and well-organised environment. They also have the right to establish routines and expectations that support positive learning, to request appropriate behaviour from children, and to be treated with respect by pupils, colleagues and parents or carers.

The child has the right to:

- Children have the right to learn in a positive, nurturing and respectful environment. They have the right to receive support to understand and improve their behaviour, to be treated with respect, and to be helped to make appropriate choices and understand the impact of those choices.

School Rules

All communities need rules and values to live by. The Golden Rules are specially developed for children as they encompass the key broad moral values. These rules are different from the classroom routines which help to organise the classroom, like putting away the scissors or lining up quietly. These golden rules are clearly depicted, discussed and embedded at Phoenix so that the children will have a clear picture in their mind of what good and respectful behaviour is.

The Golden Rules are -

- We are gentle (we don't hurt others).
- We are kind and helpful (we don't hurt anybody's feelings).
- We listen (we don't interrupt).
- We are honest (we do not cover up the truth).
- We work hard (we don't waste our own or others' time).
- We look after property (we don't damage or waste things).

The rules are displayed in each classroom and throughout the school. Each rule is specifically taught using relevant stories. The behaviours are modelled at all times at Phoenix.

Encouraging good social behaviour

We agree to:

- recognise and praise respectful behaviour as it occurs.
- ensure that all children are praised for positive behaviour, taking into account different starting points and needs.
- explain, demonstrate and model the behaviour we expect to see.
- encourage children to be responsible for their own behaviour.
- inform parents about their child's behaviour.
- acknowledge and praise individual children and groups of children for positive and respectful behaviour.

Appropriate behaviour is acknowledged so that children can recognise the expected standard. As each child is an individual with particular needs, our approaches are adapted where appropriate to support inclusion, wellbeing and positive learning.

We encourage good social behaviour by:

- encouraging children to follow and understand the school's Golden Rules;
- noticing, acknowledging and praising positive behaviour, effort, attitudes and learning behaviours;
- teaching values, relationships education and emotional literacy through assemblies, class teaching and resources such as First Aid for Feelings;
- using positive, specific language to reinforce what children are doing well;
- modelling the behaviour, language and attitudes we expect to see;
- sharing praise with other staff, senior leaders and parents or carers where appropriate;
- recognising individual, group and whole-class successes through verbal praise, stickers, class reward systems, celebration assemblies and other agreed school approaches;

- encouraging children to reflect on their choices, recognise their successes and understand how their behaviour affects others.

Strategies used in the classroom to support positive behaviour:

- model expected language, behaviour and growth mindset;
- use eye contact, non-verbal prompts and calm reminders;
- give clear verbal reminders or requests using positive language;
- use language that tells children what to do, for example, "Remember to walk down the corridor," rather than "Don't run";
- notice and name what children are doing well, using specific praise to reinforce expectations;
- use restorative questions after incidents to help children reflect, repair relationships and make positive choices next time;
- Supported time to regulate may be used where appropriate, either within the classroom, with a trusted adult, or in another agreed space. This should be used to help the child calm, reflect and be ready to re-engage with learning, rather than as a punishment. Parents or carers will be informed where this forms part of an ongoing support plan or follows a significant incident.
- Where behaviour is more serious or the child needs additional support, a senior leader may become involved. Parents or carers will be informed where the incident is significant or where this support forms part of an ongoing pattern or plan.

Generally, these strategies may be used in sequence, but staff should use professional judgement and respond to the child's needs, the context and the level of risk. In some situations, it may be appropriate to move directly to senior leader support, particularly where there is a safeguarding concern, significant disruption or risk of harm.

When dealing with an incident use a de-escalation script or strategy.

- o Say the child's name.
- o "I can see something is wrong/something has happened."
- o "I'm here to help."
- o "Talk to me and I'll listen." Listen to the facts and feelings of the child.
- o Ask open questions to gain information, such as "What happened?" Do not make judgements.
- o Encourage children to explain their feelings, for example, "What were you feeling?", "How did that make you feel?" or "How do you think the other person was feeling?"

After an incident

- o Ask restorative questions such as, "What could you do differently next time?", "How can we put this right?" and "What will help you get back on track?"

Ladder of success

Class teachers use the '**Ladder of Success**' to help children notice positive learning behaviours, make good choices and get support when they need help to regulate, reflect or repair.

- ▶ Impeccable attitude and growth mindset
- ▶ Great attitude and growth mindset
- ▶ Good choices
- ▶ Ready to learn
- ▶ I need time to think
- ▶ I need help to get back on track



Serious incidents, such as swearing, intentional physical harm, racist or discriminatory comments, or bullying, will be recorded by class teachers on CPOMS. Parents or carers will be informed where appropriate, and staff will agree proportionate follow-up actions in line with this policy. Where incidents are repeated, the Headteacher will work with the class teacher, SENCO and parents or carers, as appropriate, to review support and identify strategies to reduce further incidents. Individual children may have a pen portrait, support plan or risk reduction plan in place to identify strengths, needs and approaches that support them successfully.

Organisation that contributes to our Positive School Behaviour Plan

Around school, transitions, assemblies and playtimes

Children are supported to move around school calmly, safely and respectfully. Staff teach, model and reinforce routines for moving around the building, entering and leaving classrooms, attending assemblies, playtimes and the beginning and end of the school day.

- show respect to everyone;
- walk calmly and safely around school;
- use polite and respectful language;
- look after shared spaces and resources;
- show consideration for others, including opening doors, offering help and being mindful of classes that are learning.

During assemblies and shared gatherings, children are encouraged to enter and leave calmly, listen respectfully, participate appropriately and show consideration for others.

During playtimes, staff supervise actively, support positive play and use reminders, praise, de-escalation and restorative conversations where needed. Detailed operational routines, including staff duty arrangements, lining up, bells or playground procedures, are shared with staff separately and reviewed as part of day-to-day school practice.

Morning and end of day routines

Children are supported to develop independence when entering and leaving school and in looking after their belongings. Staff provide clear routines so that children can settle calmly, feel ready to learn and leave school safely at the end of the day.

Lunchtime arrangements:

- This policy applies throughout the whole school day, including lunchtime. Lunchtime is an important part of children's personal, social and emotional development and is supported through the school's OPAL play approach.

During lunchtime play:

- Children are encouraged to play positively, imaginatively and cooperatively through a wide range of OPAL play opportunities, following agreed boundaries and expectations.
- Play Leads support positive play, inclusion, kindness, cooperation and appropriate risk-taking. Children are supported to use equipment, loose parts and outdoor spaces safely and respectfully.
- Play Leads have authority during the whole lunchtime period and children are expected to listen to and follow their guidance.
- Staff use positive language, praise, reminders, de-escalation and restorative conversations to support children in line with this Behaviour and Relationships Policy.

- Where difficulties arise, adults help children reflect, problem-solve and repair relationships. Serious incidents, including unsafe behaviour, physical harm, bullying, discriminatory language or repeated concerns, are reported to senior leaders and recorded in line with school procedures.

Wet or unsuitable weather lunchtimes:

- The school aims to maintain high-quality play opportunities wherever possible. Decisions about indoor, outdoor or adapted lunchtime provision will be made by staff, taking account of weather conditions, site safety and the needs of the children.
- Where outdoor play is not possible, children will be supported through suitable indoor or adapted activities, with the same expectations for positive behaviour, respectful relationships and adult supervision.

Bullying and discriminatory incidents

At Phoenix Infant and Nursery School, we promote respect, kindness and inclusion, and we welcome diversity. Bullying, racism and discriminatory behaviour are not tolerated. Concerns will be taken seriously, recorded appropriately, investigated by senior leaders, and followed up with pupils and parents or carers. Where required, incidents will be reported in line with local authority procedures and the school's Anti-Bullying Policy.

Extreme behaviour and restrictive intervention

In rare circumstances, a child's behaviour may present an immediate risk of harm to themselves, other children, staff or visitors, or may cause serious disruption or damage. In these situations, staff will continue to use calm, consistent and proportionate approaches, with de-escalation strategies used wherever possible.

Where behaviour is extreme, violent, unsafe or significantly disruptive, a senior leader should be called to support the situation. Parents or carers will be informed as soon as practicable. Staff involved will record a factual account of the incident on CPOMS, and senior leaders will review the incident to identify possible triggers, unmet needs, reasonable adjustments, SEND considerations, safeguarding concerns and any additional support required.

The school's approach is to minimise the need for any restrictive intervention through early support, prevention, positive relationships, environmental adjustments, de-escalation and individual planning where needed.

Use of reasonable force and restrictive intervention

All staff have a duty of care towards pupils. There may be very rare occasions when it is necessary, reasonable and proportionate for a member of staff to use physical intervention or reasonable force to prevent a pupil from causing injury to themselves or others, damaging property, or seriously compromising the safety or good order of the school.

Any use of reasonable force or restrictive intervention must be a last resort, used for the shortest possible time, and must be proportionate to the risks presented. Staff should always seek to preserve the dignity and welfare of the child and should continue to use reassurance, calm communication and de-escalation wherever possible.

The school will follow current Department for Education guidance, including *Use of reasonable force in schools* and, from 1 April 2026, *Restrictive interventions, including the use of reasonable force, in schools*. Incidents involving the use of force will be recorded and reported in line with statutory requirements and school procedures.

Following any significant incident, the school will ensure that the child and staff involved are supported; inform parents or carers as soon as practicable; record the incident accurately on CPOMS; review what happened, including any known triggers or unmet needs; consider whether adjustments, support plans, risk assessments or external advice are required; and monitor patterns over time to reduce the likelihood of recurrence.

Where a child has identified SEND, medical needs, trauma-related needs or known behaviour support needs, staff will take these into account when planning support and responding to incidents. Individual plans may include agreed prevention strategies, de-escalation approaches and risk reduction measures.

Suspensions and permanent exclusions

Suspension or permanent exclusion will only be used in exceptional circumstances. For the vast majority of pupils, other strategies will be used to understand and support behaviour, including early intervention, restorative approaches, reasonable adjustments, support from parents or carers, SEND support and, where appropriate, advice from external agencies. Permanent exclusion will only be used as a last resort.

The Headteacher may decide to suspend or permanently exclude a pupil only when it is lawful, reasonable and fair to do so, and in line with current Department for Education statutory guidance on suspension and permanent exclusion. Decisions will be made on the balance of probabilities, taking account of the individual circumstances, the pupil's age and stage of development, any SEND, disability, safeguarding or welfare concerns, and the support already in place.

Behaviour that could, in rare circumstances, lead to suspension or permanent exclusion may include:

- serious physical assault or behaviour that presents a significant risk of harm to pupils, staff or visitors;
- repeated serious aggression, unsafe behaviour or physical assault despite support and intervention;
- serious verbal abuse, threatening behaviour, discriminatory abuse or bullying;
- serious or deliberate damage to school property;
- persistent serious disruption or refusal to follow reasonable adult instructions where this creates risk or prevents the safe running of the school.

If suspension or permanent exclusion is being considered

- parents or carers will be informed without delay and given the required written information, including the reason, length of any suspension, arrangements for education during the period, and their right to make representations;

- the governing body and local authority will be notified in line with statutory guidance and local procedures;
- where a pupil has a social worker, is looked-after, or has other safeguarding or welfare involvement, relevant professionals will be informed as required and involved appropriately.

The school will not use informal or unofficial exclusions, such as sending a pupil home to “cool off”. Any decision to suspend or permanently exclude will be formally recorded, communicated and reviewed in line with Department for Education statutory guidance and the school's local authority procedures.

Partnership with Parents

Parents and carers have a vital role in supporting children's learning, wellbeing and behaviour. We aim to work in partnership with families through regular, open and respectful communication. We will share successes as well as concerns, and we will work together to understand children's needs and agree appropriate support where difficulties arise.

Additional support for behaviour, wellbeing and families

The school recognises that behaviour can be a form of communication and may be linked to wider needs, including emotional wellbeing, family circumstances, SEND, attendance, health or safeguarding factors. Where appropriate, school staff will work with children, parents and carers to understand these needs and identify helpful support.

Our Family Support Worker supports parents, carers and children with issues that may affect wellbeing, attendance, behaviour or learning, either at school or at home.

Where additional advice or support is needed, the school may work with external services and agencies, such as the Healthy Family Team, Schools and Families Specialist Services, the Schools Inclusion Service, the Gedling Area Partnership, educational psychology, social care or other relevant professionals.

Support will be considered on a case-by-case basis and, where appropriate, will be discussed with parents and carers. Referrals and information-sharing will follow safeguarding, consent and data protection requirements.

Monitoring and Evaluation

The Headteacher will report to governors each term on behaviour, including significant incidents, patterns or trends, bullying and discriminatory incidents, suspensions, permanent exclusions and any use of restrictive intervention. Staff will discuss successes and concerns through key stage meetings, daily briefings and appropriate safeguarding or SEND processes. The policy will be reviewed regularly to ensure it remains current, lawful and reflective of school practice.

The school will follow current Department for Education guidance, Nottinghamshire local authority procedures and relevant school policies when responding to behaviour, safeguarding, bullying, discriminatory incidents, suspensions, permanent exclusions or restrictive interventions.

Approved by:	Governors	Date: Autumn 2026
Last reviewed on:	Reviewed Autumn 2021; Autumn 2022; Autumn 2023; Autumn 2024 - Ladder of Success added; Autumn 2025 - no changes; Autumn 2026 - updated to reflect OPAL lunchtime provision, restorative and relational practice, revised Ladder of Success wording, parent/carers partnership, additional family and external agency support, restrictive intervention guidance, suspensions and permanent exclusions guidance, bullying and discriminatory incident wording, and whole-policy consistency and formatting review.	
Next review due by:	Autumn 2027	