

# Hadlow Primary School



## Positive Relationships Policy

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| Compiled by:<br>Nicole Chapman- Headteacher | Date: July 2026   |
|                                             | Review: July 2027 |

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## **1. Statement of Intent**

At Hadlow Primary School, we are committed to creating a safe, respectful and inclusive environment where all children can thrive academically, socially and emotionally.

This policy is written in accordance with:

- *Behaviour in Schools: Advice for Headteachers and School Staff (DfE, 2024)*
- *Suspension and Permanent Exclusion Guidance (DfE)*
- *Keeping Children Safe in Education (KCSIE)*
- *Equality Act 2010*
- *SEND Code of Practice (2015)*

This policy should be read alongside the school's Safeguarding Policy, SEND Policy and Behaviour Principles Statement agreed by Governors.

## **2. Aims**

We aim to promote positive relationships and effective behaviour for learning by:

- Creating a calm, safe, purposeful and happy learning environment
- Ensuring high expectations for behaviour, learning and conduct are consistently applied
- Developing respectful, caring relationships across the school community
- Supporting children to develop self-regulation, responsibility and independence
- Recognising and celebrating achievement and positive behaviour at all levels
- Ensuring all pupils are able to learn free from disruption
- Pupils are supported to understand, discuss and take ownership of behaviour expectations appropriate to their age.

## **3. Guiding Principles**

Our approach is based on the belief that:

- Behaviour is a form of communication
- All children can succeed with the right support and structure
- Behaviour expectations apply to all pupils, with reasonable adjustments where needed
- It is the behaviour that is challenged, not the child
- Every child has the right to feel safe, valued and respected
- Consistency, predictability and positive relationships are essential for effective learning
- Staff model the behaviour expectations we expect from pupils

#### 4. Equal Opportunities and SEND

We are committed to ensuring that this policy is applied fairly and consistently for all pupils. There will be no discrimination in behaviour application and any disproportionality (race, SEND, gender etc.) will be monitored.

Where appropriate, reasonable adjustments will be made for pupils with:

- Special Educational Needs and Disabilities (SEND)
- Social, emotional and mental health needs
- Diagnosed or emerging additional needs affecting behaviour

Support may include:

- Individual Behaviour or Regulation Plans
- Inclusion Support Programmes
- Advice from external agencies
- Social skills interventions or nurture-based support
- Positive handling plans where appropriate and risk assessed

The school recognises that behaviour may indicate an unmet need and will respond in line with safeguarding and SEND processes where appropriate.

#### 5. School Ethos

Our school vision is:

**Happiness. Progress. Success.**

We believe that children learn best when their emotional and psychological needs are met. Positive relationships are therefore central to everything we do.

We use a nurturing, relational approach informed by the Six Principles of Nurture (Nurture UK), ensuring children feel safe, secure and ready to learn.



## 6. School Expectations

We have three simple school rules which are consistently applied across the school. These are reinforced in all classrooms and shared spaces.



We also promote five core school values which guide behaviour, relationships and decision-making.



## 7. British Values

We actively promote British Values, enabling pupils to:

- Develop self-knowledge, self-esteem and self-confidence
- Understand right and wrong and respect rules
- Take responsibility for their behaviour
- Respect diversity, faiths and cultures
- Understand and support democracy

## 8. Positive Behaviour Strategies

We use a consistent whole-school approach, including:

- The Behaviour Blueprint used by all staff
- High-quality teaching adapted to meet individual needs
- Clear routines and predictable boundaries
- Preparation for transitions and changes in routine where possible
- Consistent adult modelling of calm and respectful communication
- Positive reinforcement and recognition of success
- Structured play and lunchtime provision to support social development
- Regular communication between school and families
- Zones of Regulation language used across the school
- Explicit teaching of emotional regulation and self-awareness

## **9. Behaviour Blueprint (Whole School Routines)**

The Behaviour Blueprint ensures consistency across all areas of school life, including:

- Movement around school
- Line-up routines
- Transitions
- Lunchtimes and assemblies
- Classroom expectations

Staff use consistent verbal and non-verbal cues to reinforce expectations and support pupils in understanding routines.

(Full Blueprint table in Appendix 1 for operational use)

## **10. Recognition and Rewards**

We focus heavily on recognising positive behaviour. This includes:

- Immediate verbal praise
- Class-based reward systems
- Whole-class recognition systems
- Positive communication with parents
- Celebration Assemblies
- Termly Celebration Events
- Opportunities for pupils to take on leadership responsibilities and celebrate contributions to the school community.

## **11. Behaviour Support and Consequences**

When behaviour expectations are not met, a graduated response is used:

### **Step 1 – Reminder**

Positive reminder delivered calmly and respectfully.

### **Step 2 – Redirect and Support**

De-escalation strategies used (e.g. repositioning, task support, brief reset).

### **Step 3 – Restorative Conversation**

Brief supportive discussion focusing on expectations and choices.

### **Step 4 – Reflection Time**

Structured reflection (written where appropriate in KS2), completed in a safe space.

## **Step 5 – Parent Communication**

Contact with parents/carers where behaviour persists or is significant.

For serious incidents, the school may move immediately to an appropriate stage within the escalation pathway, including senior leadership involvement.

## **12. Restorative Practice**

Where appropriate, restorative conversations are used to repair relationships and support reflection.

These follow three stages:

### **Incident**

What happened? What were you thinking and feeling?

### **Impact**

Who has been affected? How have they been affected?

### **Resolution**

What needs to happen to move forward? How can we put this right?

This approach supports accountability, empathy and relationship repair.

(The full restorative practice guide for staff is in Appendix 2)

## **13. Escalation of Support**

Where behaviour continues to be a concern, the following may be implemented:

|        |                                        |                                                                                                                                                                           |
|--------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step 6 | Formal letter to Parents/Carers        | Class Behaviour Report introduced at a meeting with parents/carers and the pupil. Behaviour monitored over a period of 4- 6 weeks.<br>Letter kept on pupil's file.        |
| Step 7 | Second formal letter to Parents/Carers | Headteacher Behaviour Report introduced at a meeting with parents/ carers and the pupil. Behaviour monitored over a period of 4- 6 weeks.<br>Letter kept on pupil's file. |
| Step 8 | Alternative timetable/provision        | A reduced timetable or alternative provision may be introduced for an initial period of up to eight weeks (reviewed regularly and extended only where appropriate).       |

|         |                                     |                                                                                                                              |
|---------|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Step 9  | Direction off-site                  | A direction off-site to another suitable school or educational setting (likely Shipbourne Primary School) may be arranged.   |
| Step 10 | Managed Move or Permanent Exclusion | Pupil transferred to another local school or setting to be given the opportunity to make a fresh start with their behaviour. |

All decisions are made in line with DfE statutory guidance and consider safeguarding, SEND needs and pupil welfare. This may include consultation with external agencies, the Local Authority, and consideration of risk assessments where appropriate.

#### 14. Serious Incidents

In cases of serious incidents, staff may bypass earlier steps and escalate immediately using professional judgement, in line with the school's policies, safeguarding duties and statutory guidance.

Serious incidents may include:

- Physical aggression
- Abusive or discriminatory language
- Bullying (including online or prejudice-based)
- Theft or vandalism
- Persistent refusal to follow adult instructions
- Behaviour that poses a risk to safety

Should a child commit one of the above offences, parents will be immediately contacted by telephone to notify them that an incident has occurred. A suitable meeting time will be arranged to discuss the incident and agree further actions. The meeting minutes will be taken by a member of the Senior Leadership Team. A personalised programme of support will be put in place for that child and will be reviewed regularly with the teaching team, child and family. Progress, next steps and adaptations to the programme of support will be recorded on CPOMs.

On rare occasions where children persistently commit serious misdemeanours or commit an offence that is deemed serious enough:

- An in-school isolation may be arranged by the Headteacher. This requires a child to be isolated from their peers for a set period of time, agreed with parents, under the supervision of the Headteacher or member of the Senior Leadership Team. During an in-school isolation, work is provided by the class teacher to ensure that the child's learning is not disrupted. During an in-school isolation, separate break and lunch arrangements may be put in place.
- The introduction of a reduced timetable
- A temporary placement in another local school may be arranged, known as a direction off site.

Behaviour concerns will always be considered in the context of safeguarding thresholds and reported to the Designated Safeguarding Lead where appropriate.

Where reasonable force is used to prevent injury, serious damage or disorder, staff will act in accordance with the school's Positive Handling Policy and DfE guidance.

### **Suspension**

Suspension is a formal exclusion used in response to serious or persistent breaches. A very serious offence where harm is intentional and so considerable that medical treatment is required is also grounds for suspension. Parents will usually have prior warning that this step is to be taken. The decision to suspend is made by the Headteacher in consultation with the Chair of Governors and Kent Inclusion Service. Suspension can range from one day to a set number of days (fixed term) amounting to a maximum of 45 days in one school year. Further information can be found in the Department for Education's *Suspension and Permanent Exclusion Guidance*.

Where possible, parents/carers will have prior warning before suspension is considered; however, this may not be possible following a serious incident.

In the most serious cases, the Headteacher may decide that permanent exclusion is appropriate.

Permanent exclusion is always a last resort and will only be used in response to serious breaches or persistent behaviour where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others.

The Chair of Governors is always kept fully informed of all cases of unacceptable behaviour where the possibility of suspension is being contemplated.

## **15. Bullying**

The school does not tolerate bullying in any form.

Bullying is defined as:

Repeated, intentional behaviour that harms another individual physically or emotionally.

We respond promptly to:

- Cyberbullying
- Prejudice-based bullying
- Physical or verbal bullying

All incidents are recorded, investigated, and addressed through restorative and safeguarding procedures.

## **16. Searching, Screening and Confiscation**

The school follows the Department for Education's *Searching, Screening and Confiscation: Advice for Schools* (latest version).

Staff may search pupils where:

- There are reasonable grounds for suspicion
- It is lawful, reasonable and proportionate

Prohibited items include weapons, drugs, alcohol, stolen items, tobacco, fireworks, and inappropriate digital content.

All searches are carried out with regard to safeguarding, dignity and child welfare.

## **17. Roles and Responsibilities**

### **Governors**

- Ensure policy compliance with statutory guidance
- Monitor effectiveness of behaviour systems

### **Headteacher**

- Overall responsibility for implementation
- Decisions on suspensions and exclusions

### **Staff**

- Apply policy consistently
- Model expected behaviour
- Record and respond appropriately

### **Parents/Carers**

- Support school expectations
- Promote positive behaviour at home
- Engage with school communication and interventions

### **Pupils**

- Follow school rules
- Show respect to others
- Take responsibility for behaviour choices

## **18. Parent Partnership**

We work in partnership with families to support every child's success.

Parents are expected to:

- Support school expectations and routines
- Communicate respectfully with staff
- Ensure attendance and punctuality
- Support learning and behaviour at home
- Engage with meetings and school events

## **19. Monitoring and Review**

All staff are responsible for the consistent and fair application of this policy. Inconsistency will be addressed through supervision/training

Behaviour data is reviewed regularly by senior leaders and governors to identify trends, evaluate impact and inform school improvement.

Behaviour data, including suspensions, exclusions and any disproportionality relating to pupils with SEND or protected characteristics, will also be monitored to ensure the policy is implemented fairly and consistently.

This policy will be reviewed annually and monitored by senior leaders and governors to ensure effectiveness and compliance with statutory guidance.

## Appendix 1: Behaviour Blueprint

### Hadlow Primary School Behaviour Blueprint



**At Hadlow Primary School, we have consistent routines in place to ensure that all children feel safe, secure and valued.**

| Routines                                                                                                                                                                                                                                           | Verbal Cues/Recognition                                                                                                                                                                                              | Non-Verbal Cues/Recognition                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| All children to walk through the school                                                                                                                                                                                                            | Thank you for walking beautifully<br>That is beautiful walking, well done!                                                                                                                                           | Thumbs up<br>Smile                                                                                                                                   |
| All children must line up quietly                                                                                                                                                                                                                  | Line up quietly, thank you<br>Sit back down. Let's try again.<br>Well done for lining up quickly and quietly.                                                                                                        | Signalling children to stand up by moving palms in an upwards motion                                                                                 |
| All staff to have specific areas to greet the children in the morning and at the end of break times with kindness and warmth                                                                                                                       | Good morning!<br>Welcome back to class.<br>It's lovely to have you back.                                                                                                                                             | Always a warm smile!                                                                                                                                 |
| All TAs to monitor cloakrooms and toilets during transition times                                                                                                                                                                                  | Thank you for hanging up your coat on your peg<br>Well done for remembering to put your book in the box<br>Well done for walking into the toilet quietly and sensibly                                                | Thumbs up<br>Smile                                                                                                                                   |
| All children and staff must walk in and out of assembly in silence                                                                                                                                                                                 | If anything needs to be said to the children, do it with a whisper! If anything needs to be said to each other, save it for afterwards.                                                                              | Hands up<br>Fingers on lips<br>Thumbs up                                                                                                             |
| During lesson times, only one child can visit each toilet at a time                                                                                                                                                                                | Only one child at a time can visit the toilet.                                                                                                                                                                       | Class Team to monitor sensible use of the toilets and use signing in/out sheets if necessary                                                         |
| When working in the corridor, individuals and groups of children must remember to use a quiet, indoor voice                                                                                                                                        | Please remember your indoor voice<br>Thank you for using your indoor voice<br>The other classes will appreciate you using your indoor voice. This will help them to learn.                                           | Fingers on lips<br>Sign language sign for little                                                                                                     |
| At the end of break times, the whistle is blown. All children and staff raise their hands. The children walk into line. Teachers collect children from the playground at morning break.                                                            | Thank you for walking beautifully to line up.<br>Well done for standing silently, you are showing me that you are ready to learn.<br>Go back and walk please.                                                        | Raise hands<br>Clapping games<br>Rhythm games<br>Adult to stand at different points in the line each day                                             |
| When getting ready for lunchtime, staff to send one table group to the toilet/ packed lunch trolley at a time. All children are walked, by an adult, into the hall.                                                                                | Let's walk into the hall and show everyone our beautiful walking.<br>Thank you for walking to your seat and using an indoor voice in the hall.                                                                       | Hands up                                                                                                                                             |
| MMS in the hall to praise children for using great table manners                                                                                                                                                                                   | Well done for using your knife and fork<br>Thank you for lining up wonderfully<br>Well done for eating all of your lunch<br>Let me show you how to...                                                                | A warm smile<br>Thumbs up<br>Lunchtime reward stickers                                                                                               |
| At the end of the school day, staff to send one table group at a time to get their belongings. All children then return to the classroom. Children to be released through classroom doors accessible to parents. All Class Teachers to be visible. | Staff to make a concerted effort to be visible when it is for the purpose of praise. Share wow moments from the day with specific parents. Build up a positive relationship from the offset and throughout the year. | When parents need to be contacted for negative behaviours, please do this via phone or after school meeting.<br><br>Always end the day with a smile! |

## Hadlow Primary School Rules

At Hadlow Primary School, we have three golden rules which, when followed consistently, will lead to happiness, progress and success for ALL learners.

### **Make Good Choices**

### **Show Respect and Kindness**

### **Do Your Best**

**At Hadlow Primary School, we reward positive behaviours using the following systems:**

- 1) A simple 'Well done' is enough most of the time!
- 2) Each class will have one individual reward system in place
- 3) Each class will have one collaborative reward system in place
- 4) Frequent positive feedback to parents will be given on the gate
- 5) 2 x positive emails home a week to recognise and reward progress and success
- 6) A weekly Celebration Assembly will celebrate individual success; achievements, kindness, presentation, sportsmanship etc.
- 7) A termly Celebration Tea will take place to reward a child in each class that has role modelled the school rules and ethos.

**At Hadlow Primary School, we manage behaviour by using the following strategies:**

- 1) Hands up and fingers on lips
- 2) Hold up a hand and non-verbal countdown
- 3) Wiggly line down the board
- 4) Clapping a rhythm
- 5) Playing a musical instrument
- 6) Playing a song/ countdown
- 7) Verbal responses
- 8) Whispering- follow the adult's voice

**At Hadlow Primary School, we expect all children to make good choices, show respect and kindness to themselves and others and take responsibility for their actions. When these rules are not followed, the following consequences will happen:**

|            |                                 |                                                                                                                                                                                                                                                                                                                                                                                |
|------------|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step One   | Positive reminder/reinforcement | Remind the child that you have faith in them and their abilities. Smile at them. Make them feel valued.                                                                                                                                                                                                                                                                        |
| Step Two   | De-escalation                   | Sit and support the child/ Provide further challenge/ Swap their seat/ Give them a job to complete                                                                                                                                                                                                                                                                             |
| Step Three | Quiet, supportive chat          | Take the child outside/to one side where they are not shamed in front of the class. Tell them that you care about them and their learning and you want to help them to do their best. Discuss ways forward.                                                                                                                                                                    |
| Step Four  | Reflection Time                 | Child to sit in a safe, private space and reflect on their behaviour (Written reflection for KS2) <a href="#">Have you made good choices?</a> <a href="#">Have you shown care and kindness?</a> <a href="#">Have you taken responsibility for your actions?</a><br><b>Time missed out of class will be made up during the following break/lunch time if deemed appropriate</b> |
| Step Five  | Communication with Parents      | Arrange a same-day phone call or meeting if behaviour continues.<br>For serious offences, move straight to step five.<br><br><b>Following this, a consequence will be shared and discussed with parents.</b>                                                                                                                                                                   |

## **Appendix 2: Conflict resolution and restoration guidelines**

### **Conflict Resolution and Restoration**

When conflict occurs, as it naturally will, we need to give pupils and staff the best chance to get back on track. This includes inside the classroom and breaktime and lunchtime provision.

A chance to tell their side of the story

- The chance to express their thoughts and feelings
- An opportunity to understand the perspective of others and the impact of the behaviour in question on everyone
- The space to think about how to prevent a re-occurrence of the behaviour
- An opportunity to accept responsibility for the harm caused
- The space to identify what needs everyone has
- The chance to come up with a plan to meet these needs moving forwards

This restorative conversation will take a three-part structure and will include, but not be limited to, the following restorative language:

| <b>INCIDENT- What Happened?</b>                                                                                                                                                                                                                              |                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What happened next?<br>What has brought us here today?<br>What were your thoughts at the time?<br>What were you thinking?<br>What do you think about it now?<br>How were you feeling?<br>After that happened, what happened next?<br>What else?              | At that point what were you thinking/feeling?<br>What was in your head?<br>What was happening before?<br>Can you tell us more about X?<br>Can you tell us more about the issues that have brought us here today?<br>And then? |
| <b>IMPACT- Who has been affected?</b>                                                                                                                                                                                                                        |                                                                                                                                                                                                                               |
| Who else had been affected?<br>How have others been affected?<br>How do you feel now?<br>Can you tell us more about X?<br>Has anyone else been affected by this?<br>Anything else to add?                                                                    | If there was, how were they left feeling?<br>Was anyone else involved?<br>What has been the hardest thing for you?<br>Anyone else?<br>How have you been affected?                                                             |
| <b>RESOLUTION- How can we move forwards?</b>                                                                                                                                                                                                                 |                                                                                                                                                                                                                               |
| Do you agree with that?<br>What do you need in order to move on from this?<br>Are you OK with that?<br>What will help you to move on from this?<br>Anything else to add?<br>What will it look like when it's done?<br>If you can't do that, what can you do? | What do you think about what has been suggested?<br>How does that leave you feeling?<br>When will it be done?<br>What would that look like?<br>Can you tell us more about X?<br>What else needs to happen?                    |