



Perry Wood
PRIMARY & NURSERY SCHOOL

Positive Relationship Policy

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Introduction

At Perry Wood we believe that every member of our school family has a right to be happy, feel respected, safe and included. What we believe, the actions we take and how we talk are at the heart of Perry Wood’s culture: we have unconditional positive regard for every member of the school community.

This is how we act – Perry Wood’s Culture, Aims and Objectives

Everybody at Perry Wood is responsible for building positive relationships and in turn are responsible for addressing behaviour choices within our school community. This policy is designed to enable us all to live and work together with these aims in mind. It is not based on a punitive set of rewards and consequences but is encapsulated in the relationship between adult and child and the relentless investment into the quality of this – based on identifying and promoting self-esteem, self-worth and high expectations. As an inclusive school, we recognize that all children are individuals with specific needs, so within our consistent approach, there is room for flexibility to address the needs of all our pupils.

A culture is a set of habits and beliefs of a particular group of people. ‘Repeatable processes create a predictable and consistent culture’ and at Perry Wood, this culture is built around our Golden rules: Ready, Respectful and Safe. These are shared and referred to throughout daily school life as a simple yet clear expectation for all.

We are a THRIVE school. For us this means that we have THRIVE embedded within our ethos and THRIVE approaches across our whole setting. (see Thrive policy)

We aim to continually deepen our understanding of how social and emotional learning develops - supporting our capacity and availability for wider academic learning. We recognise this is core to our work as a school.

We are very clear that everyone has the right to feel safe, feel special and to have their needs met. Therefore, our Relationship Policy reflects the deeper, important social and emotional learning that each child needs to develop, both personally and within our community. Thrive states that children need clear, consistent boundaries and we therefore ensure that an individual’s need and learning does not adversely impact on another’s.

We passionately believe: ‘fresh day, fresh start.’

Wherever possible staff implement this phrase relentlessly, remembering that behaviour is not linked to our emotions and as adults we must model a non-judgmental, supportive atmosphere for all.

“Remember: everyone in the classroom has a story that leads to misbehaviour or defiance. 9 times out of 10, the story behind the misbehaviour won’t make you angry. It will break your heart.”
Annette Breaux

Sanctions are not the core of behaviour management, building relationships is far more effective and important. We are not reactive to misbehaviour. We proactively teach children how to behave and clearly deal with poor choices.

Consistency is Key

As a school we ensure behaviour instructions are;

- Clear
- Sequential
- Repeated
- Checked for understanding
- Corrected for common mistakes
- Revised and repeated

This process means we are building social norms with normative messaging. As a school we will ensure the following in the normal, consistent practice:

- Tell – ensure we always tell the children our expectations

- Train- use the same messages every day, be consistent
- Demonstrate- show the expected behaviour and celebrate role models
- Correct/challenge- always correct and challenge behaviours that aren't the norm we expect
- Repeat – constantly expect the norm behaviour using the above steps

Consequences can;	Extrinsic motivators;
<ul style="list-style-type: none"> • Encourage • Discourage • Clarify • Support • Teach <p>All consequences must be consistent and proportionate to the incident or behaviour</p>	<ul style="list-style-type: none"> • Are essential • Must be consistent, proportionate and predictable • Rewards must be sincere, targeted and proportionate • Best reward is PRAISE – when used appropriately and personalised.

Enthusiasm and positivity are infectious. The more we use them, the more we see in return.

Rewards – Promoting positive behaviour

Adults at Perry Wood vigilantly look for positive behaviour that is above and beyond the expected and can reward children in many ways. Recognising the importance of positive comments, respectful interactions and our role as models to the children, the school expects all adults - staff, parents and Governors - to employ this in our relationships with each other, as well as with our pupils. Positive reinforcement is a constant part of our provision, offered through attentive observant adults and relationship, smiles, descriptive verbal praise, and stickers. When a sticker – or any praise - is given as a reward, adults are reminded to give explicit reasons and consider the powerful message provided through language used.

Our positive approaches are based on our understanding that pupils are learning how to manage themselves with the added complexity that they are doing so within a community of other learners who might not yet be skilled. This clearly suggests that triggers and challenge will arise which will need to be managed through self-regulation strategies.

Special celebrations, Roles and Responsibilities

Social learning is encouraged by children having the opportunity to praise each other. Peer praise is very meaningful for pupils. Older children acting as role models, encourages positive interactions and aspirations. Assemblies provide high quality opportunities for praise linked to deeper learning with teachers giving explicit praise, along with celebrations such as Star of the Week and Value awards, to children with a specific focus e.g., showing perseverance.

School Values

At Perry Wood our School Values are an intrinsic part of school life. Children partake in a monthly assembly about the value and share ways to show the value of month. The value is displayed in every classroom and in the main corridor. Every week, class teachers choose a child who has demonstrated the value and they receive a special Values certificate in Celebration assembly.

Month	Value	PE Value
September	Respect	Teamwork
October	Perseverance	Self-Belief
November	Friendship	Determination
December	Encouragement	Courage
January	Self-Control	Equality
February	Love and Trust	Inspiration
March	Unity	Teamwork
April	Truth and Honesty	Self-Belief
May	Tolerance	Determination
June	Kindness	Courage
July	Equality	Inspiration

School Houses and House Points

Every child and member of staff belongs to one of our four houses: Elm, Ash, Willow and Oak. Houses are essential as they create community spirit and give the children an opportunity to contribute to something bigger; involving children from all year groups. Wherever possible, siblings are placed in the same house to reinforce the sense of family and community.

Each house is represented by their House Captains (two elected year sixes). The House Captains are responsible for leading their house in competitions and events and representing them in the school community. Each House and House Captain is supported by members of staff.

House points are awarded for model behaviour, effort in learning, helping staff and students, showing the value of the month and other good deeds. Pupils also participate and compete in other events for house points.

Children are challenged to gain as many house points as they can. At the end of each term there is a chance for children to receive a special reward for accruing points and celebrate with the rest of their House. Individuals with the highest points of each house from EYFS, KS1, LKS2 and UKS2 will also be recognised.

Choice System

‘Repeatable processes create a predictable and consistent culture’.

At Perry Wood we aim for all children to become socially aware of their impact on others around them and build a culture of empathy and a conscience broader than oneself. Because of this, we use a choice system – this allows the child to take ownership of their own actions. We use behaviour scripts to support children in understanding what behaviours are expected of them within each step of the process and also use ‘Shine the Light’ conversations following incidents of behaviours that break our Golden Rules. These conversations focus on the child reflecting on their actions and planning what to do in similar situations in the future. This is clear and predictable for the children with all adults following the steps consistently.

This system is underpinned by THRIVE research – giving clear and consistent boundaries and expectations mean that all adults and children know what is expected of them. Behaviour is not personal so adults deal with it quietly and calmly. Firstly, calm reminders are given and following this a clear choice is used. Our clear choice system is as follows and is for children who do not adhere to our 3 Golden Rules: Ready, Respectful and Safe (RRS) after several reminders.

<p>Step 1: Verbal Reminder</p>	<p>RRS is broken for the first time. A reminder of the three Golden Rules (Ready, Respectful, Safe) stating privately, which one has been broken with teacher expectations stated. Repeat the reminder and use other positive strategies if reasonable adjustments are necessary for the child. Adults take the initiative to keep things at this stage. Allow the child the chance to make the right choice by moving away and focusing on learning with other children. Give your attention to the learning.</p>
<p>Step 2: Verbal warning – potential 5 minutes loss of break/lunchtime (age-appropriate time-out for younger children)</p>	<p>RRS is broken again – this is a continuation of the above RRS being broken or a clear disregard of the reminders previously provided. A clear verbal warning delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue (5-minute loss of their break/lunch time or age-appropriate time out for younger children.) Use of scripts to support as needed. Allow the child the chance to make the right choice by moving away and focusing on learning. If change is not chosen by child, adult to oversee and record the 5-minute consequence/time out, followed by ensuring that a restorative, positive conversation follows.</p>
<p>Step 3: Loss of lunchtime (age-appropriate time-out for younger children)</p>	<p>Continuation of RRS being broken following step 2. Adult to explain choice that has been made by child: child to be kept in at lunchtime with a member of the Behaviour Team/Senior Leadership Team in the Reflection Room. Class teacher/adult to have a ‘Shine the light’ conversation with the child following the loss of lunch time, prior to returning to class. This is a restorative conversation to repair the relationship. Class teacher to have conversation with family, that day via phone call or face to face. Follow up plan put in place if needed. Class teacher to record loss of lunchtime consequence.</p>
<p>Step 4: Unacceptable behaviour. Clear disregard for RRS - child has chosen an unacceptable behaviour</p>	<p>Any behaviour deemed to be of a serious nature will result in above procedures being superseded. The child/ren may be removed from the class and placed with a member of the Behaviour Lead/Senior Leadership Team if appropriate. Consequence to be decided by Behaviour Team/ Senior Leadership Team and teacher following an investigation with reference to the school Child on Child Abuse Policy and the Anti-Bullying Policy. Unacceptable behaviour choices equate to the following: -Misuse or damage to school or other’s property -bringing in a mobile phone and not handing it in to the school office -accessing social media in school -throwing stones or other objects with intent to harm -bringing in a weapon including a plastic bb gun -swearing or spitting -fighting -racism -bullying or cyber bullying -theft -physical assault of staff or pupil -unsafe behaviour -repeated defiance -persistent disruptive behaviour - threatening behaviour - sexual violence and sexual harassment The pupil’s parents will be informed by the Class Teacher, Behaviour Team or Senior Leadership Team, depending on the outcome. A restorative discussion/ follow-up plan will be put in place and the unacceptable behaviour will be recorded by the Behaviour Team/Senior Leadership Team on Arbor. If an internal or fixed term suspension has been deemed necessary, procedures will be followed as outlined below and in DfE ‘Suspension and Permanent Exclusion’ Guidance</p>

All behaviour is dealt with on the day and does not carry forward. For consequences, this may not always be possible e.g. Whereby Step 3 has been reached during an afternoon session or an internal suspension has been decided, however, adults will continue to demonstrate our school belief of ‘fresh day, fresh start.’ when working with the child.

Pupils with SEND

In line with DfE SEND Code of Practice and DfE Behaviour in Schools documentation, Perry Wood recognises that pupils’ behaviours may be impacted by a special educational need or disability (SEND). Decisions on whether a pupils’ SEND need has contributed to demonstrated behaviours will be made on a case-by-case basis. We make every endeavour to meet the needs of all of our pupils and have approaches and adaptations for our pupils with SEND.

Lunchtime Behaviour

Perry Wood Primary work alongside the ‘Positive Playtime Essentials Programme’, which our lunch time staff are trained in. They learn how to create happier and safer lunchtimes alongside our ‘PALS’ (Playground Activity Leaders), from upper KS2.

Lunchtime play is seen as an extension of the classroom and if an incident of poor behaviour occurs, the same steps will be followed as for the classroom.

Restraint of Pupils

Adults in school have had specific training in positive handling of pupils. All staff are aware of the need to keep pupils safe and also how to keep themselves safe in a situation where a pupil requires 1 – 1 support or positive handling. Risk assessments can be put into place if required. Please refer to the restraint policy.

Suspensions – Internal and Fixed-Term

In line with DfE ‘Suspension and Permanent Exclusion’ Guidance Perry Wood uses both internal and fixed-term suspensions in response to unacceptable behaviour incidents and an extreme/single serious incident. Suspension from school is a severe consequence and is designed to express to both parent/carer and child that unacceptable behaviour has taken place and will not be tolerated. This decision is made by the Head in conjunction with Senior Leadership Team/Behaviour team or by the Deputy Head acting in the Head’s absence. Suspensions could also lead to withdrawal of offers to attend off site activities such as trips and residential.

Internal suspensions will in length and reflect the severity of the behaviour; the child will learn in a different space to their peers and will gain no social time.

External suspensions (fixed-term) will last for a fixed period and can equate to a maximum of 45 school days in a single academic year. For this, the child will complete learning off school site.

For some children the route to a fixed-term suspension from school may take a period of months, whereby a child accumulates a series of behaviours which are not consistent with Ready Respectful, Safe and the School Values or disrupt/prevent the education of the majority of the children in the class. Before suspension occurs, it is assumed that all other sanctions have been tried and failed, leaving no other alternative.

The other route to a fixed-term suspension can be due to an action in school which requires an immediate response when the child has:

- Deliberately physically injured another child
- Carried out verbal or physical abuse
- Deliberately caused damage to the school property
- Demonstrated behaviour of malicious intent

All decisions made will be considered on a child-by-child basis: for some children, being sent off site or working out of class could reward behaviour that the child needs support with.

Following a suspension, a parent of the child will be informed by the school. For fixed-term suspensions, parents will be called into school to collect their child and will receive written details regarding the reason for the suspension. This will be followed by a reintegration meeting with the parent, child and member of the Behaviour Team/ Senior Leadership Team. A written contract will be agreed in this meeting to support the child with demonstrating acceptable behaviours on their return.

Permanent Exclusion

This final action may be as a result of accumulating a series of 'fixed term suspensions' or for a single serious offence (which may come from a child with no previous history). When a child reaches this final stage, it is the expectation of the Head that his/her professional judgement is accepted. The Governing Panel will be called and procedures will take place in line with DCSF directives.

PSP (Pastoral Support Plans)

Where children display a pattern of continued behaviour concerns, are at risk of suspension or have been suspended in the past, a PSP may be used to modify behaviour choices. This is a six-week intervention which is formulated working in conjunction with parents. Children work towards reaching positively-phrased targets to help them successfully adjust their behaviours in line with Perry Wood's school culture and Positive Relationship aims.

Behaviour outside of school premises

When pupils wear Perry Wood uniform there is an expectation that they behave respectfully and appropriately - both on and off school site. Where non-criminal, poor behaviour or bullying occurs off the school premises and is reported to school, the Head has the power to apply appropriate consequences. These may include discussions with the pupil/s to reflect on their behaviour with a member of the Behaviour Team/Senior Leadership Team and reporting the incidents to the parents concerned.

Behaviour Online and Cyber Bullying

We understand that the way in which pupils relate to one another online or via social media platforms can have an impact on their school day. We teach children that the same standards of behaviour are expected online as they are offline. Everyone should be treated with kindness, respect and dignity. If an incident occurs that has an impact on positive relationships within school, the school reserves the right to put in place appropriate consequences, consulting the Online Safety Policy if relevant.

Mobile phones and Smartwatches

In line with Government guidance, Perry Wood prohibits the use of mobile phones, smart watches and personal trackers through the school day. Children in Year 5 and 6 who walk home alone may bring their phone into school and hand it in to the school office, before registration where it will be kept safe for the school day. Taking a mobile phone or Smartwatch on educational visits or residential visits is prohibited, alongside personal trackers. Other devices which allow communication or use of smart technology are not allowed in school.

Expectations of Parent/Carers own behaviour in and around the school

In line with Local Authority safeguarding guidance and other Health and Safety legislation, aggressive or confrontational behaviour by parents/carers is not acceptable.

All staff and pupils have a right to be safe and to be treated with respect during the school day. In the event of a parent/carer displaying any form of aggressive behaviour / confrontational behaviour, the Head will act to resolve the matter.

At no time is it the responsibility of the person at the receiving end to accept such behaviour.

Unacceptable behaviour can include a combination of the following:

- Swearing
- Confrontation
- Physical contact
- Sexist language
- Homophobic language
- Aggression

Perry Wood recognises that disruptive/aggressive behaviour is rare and would like to thank all parents/carers within our school family for their continued support. However, Perry Wood has a zero-tolerance policy of any negative behaviour towards either a child, member of staff or other adult within the school community and will apply the steps outlined above in this policy.

What we believe, the actions we take and how we talk are at the heart of Perry Wood's culture: we have unconditional positive regard for every member of the school community.

Appendix 1

Ideas for in class rewards

Praise and reward the children you see day to day - you know your class best. Acknowledge where you see the children going above and beyond.

- Stickers in children's books for exceptional work – point them out, make it a talking point
- Use stickers on children's clothing for praise
- Have a class collaboration reward e.g. marble jar/treasure box/cubes in a box/raffle tickets – make it explicit, talk about it regularly and be excited about it. Let them collaboratively work towards a class reward... could be a dance party, class race on the track etc
- Have work put into photo frames/ on a music stand outside your classroom – talk about it and celebrate the work
- Have a star of the morning/afternoon – allow them to have a special privilege; maybe a bear sits with them/ they wear a badge/ they collect the tokens etc
- Have a cuddly toy who sits with the child who is showing RRS – let them have it on their seat
- Give house points out regularly in class and around school and encourage a healthy competition with this: showing manners, being kind, helping out, walking sensibly, being polite, showing great attitude to learning, being caring and so on
- Have fun with your class – tell them because they've all shown the value of the term or you've seen kindness from certain children etc... you're going on a 'bear hunt' or a special adventure – could go and do your reading lesson in pods/learning outside/story time under a tree/thrive lesson in forest school
- Send pupils to other members of staff for outstanding work/actions/attitudes
- Give out reading tokens for recognition with exceptional progress and commitment to reading (vending machine)
- Celebrate attendance awards as a class and congratulate those that demonstrate an excellent attitude to attendance