Fairhaven CEVA Primary School

Positive Relationships Policy

Date Agreed by Staff:	Spring 26
Date Agreed by Governors:	Spring 26
Date for Review:	Spring 28

Signed: Mrs R Whiles
Chair of Governors

Date: 26th March 2026

Vision Statement

Our Christian school community strives to provide a variety of learning experiences for all our young people. We are here to nurture the gifts God gives us and to celebrate our differences. We encourage our pupils to explore their interests, find their talents, flourish and live life to the full. We want our children to live great lives and ultimately make a difference in the world.

Belief – Friendship – Diversity – Achieve

At Fairhaven we want everyone to be the very best they can.

Statement of Intent

This policy reflects a whole school approach to managing pupil behaviour and sets out expectations of staff and pupils to promote good behaviour. Fairhaven Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Our core value of *Friendship*, and its associated emphasis on respect, support and partnership, runs through our approach to managing behaviour. All members of our school community are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We understand that all behaviour, good or bad, is a form of communication and we will consider pupils as individuals and recognise their strengths and weaknesses.

This policy has been developed through discussion with staff and the pupils themselves. It has been agreed by the staff and governors.

Aims of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To set out a framework that helps adults model good behaviour to children
- To ensure that there is a consistent approach to promoting good behaviour and relationships across the school
- To create a culture where good behaviour is recognised and celebrated
- To help learners take responsibility for their behaviour and understand the consequences of poor conduct
- To build a community where friendship, mutual support and empathy for others to flourishes
- To help learners build positive relationships with one another
- To help learners become respectful citizens within their community

Our policy provides, simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions
- Recognises that every individual has rights and responsibilities

Good relationships between all members of our school community will:

- Ensure a safe environment exists for all individuals
- Promote a happy and secure environment
- Enable quality teaching and learning opportunities
- Promote respect of all property & the environment
- Enable respect and value for others
- Promote the understanding and use of good manners

We will empower individuals to understand what is expected and acceptable and how to behave accordingly.

As a church school, we particularly encourage Christian behaviour with principles of compassion, empathy, and forgiveness, focusing our attention on a positive in every situation.

Rights and Responsibilities

We believe that pupils and staff have rights that reflect the values of our school.
To earn these rights pupils and staff have responsibilities to themselves and others.

Pupils have a right to …	**Pupils will:**
• Learn (in a manner suited to their needs) • Be respected • Be listened to • Be safe and secure / feel welcome • Achieve their potential and demonstrate and develop their abilities • Be treated fairly • A clean and tidy environment • Have fun learning • Start each day afresh	• Allow others to learn • Allow adults to teach • Keep themselves and others safe and secure • Respect environment, property and people • Guide others to behave well • Listen and allow others to listen • Keep the school tidy • Try their best • Be polite • Be fair and share • Be friendly and caring

Staff have a right to …	Staff will …
• Be treated with respect • Teach • Be spoken to politely • Be listened to • Be safe and secure / feel welcome • Be treated fairly • Work in a clean and tidy environment • Expect children to co-operate	• Be consistent and polite • Respect others and treat them fairly • Enable all pupils to start each day a fresh • Provide appropriate and clear expectations • Promote good behaviour with rewards and use sanctions fairly and appropriately • Provide a safe and secure environment • Support others • Enable clear communication • Act as a role model • Encourage independence • Provide stimulating and engaging learning opportunities

To enable staff and pupils to access their rights and understand their responsibilities we have agreed to a set of school rules.

School Rules

Our school rules will be designed to be clear and applicable throughout the school. Our agreed rules enable us to fulfil our school aims and encourage pupils to develop a sense of self-respect and self-discipline. The rules are a statement of the standard of behaviour we expect in our school.

Our overarching school rules will be discussed in detail at the beginning of each year and term and promoted throughout the year. The school and class rules will be displayed and actively used to promote good behaviour.



Fairhaven's Golden Rule



Our golden rule is to have Kind Hands and Kinds Words all the time. This is applied to all areas in our school. Each class has a golden sphere on display in the classroom as a constant visual reminder of this rule.

Being a classroom STAR Learner



Within lessons our pupils are expected to follow the Star Learner approach. Pupils are praised when they follow this approach to working and learning. The poster above is displayed in classroom.

Building Positive Relationships

We believe in not only celebrating achievement and effort but also in celebrating good behaviour. The use of praise in developing a positive classroom atmosphere cannot be underestimated. It builds positive relationships, especially with those learners who are the hardest to reach.

The school praises children publicly for good behaviour but also operates a policy of personal praise. Having a quiet word of personal praise can have an uplifting effect on a pupil, and all adults (teaching assistants, midday supervisors, office staff, kitchen staff and volunteers) are encouraged to notice good behaviour and comment on it in real time.

All pupils who show good manners, are polite, follow the school's shared values and rules of Kind Hands and Kind Words and following the Star Learner approach will be recognised and rewarded.

Public awards

Our system of public rewards is in place to recognise good behaviour, raise self-esteem and promote exemplary behaviour within the school community. Adults take notice of acts of kindness, empathy for others, politeness, and respect. Again, all adults in school are encouraged to inform class teachers when they feel a pupil has displayed commendable behaviour.

Rewards are given publicly in any of the following ways:

- Good behaviour is recognised and acknowledged daily in class and pupils can be given team points/golden time/smiley faces and/or stickers.
- When pupils are celebrated during Friday Collective Worship, examples of their good behaviour are shared with the whole school community.
- At the end of each academic year, an exemplary behaviour certificate with accompanying letter is sent home to parents/carers. This acknowledges pupils who have maintained an excellent level of behaviour both within the classroom and around the school consistently throughout the school year.
- Midday supervisors give verbal positive praise and for younger children stickers to pupils who display good behaviour and manners in the dinner hall and on the playground.

Within all classes, individual pupils are also given team points for their house team. House captains collect and count the points and announce the number in Friday's Celebration Collective Worship each week. The winning team is awarded four stickers for their award chart. The team coming in second is awarded three stickers, third place receives two, and fourth place receives one. At the end of the term, the winning team is awarded the House Team Cup. This is decorated with ribbons that match their house team colour**.**

Oak Class pupils' good behaviour is rewarded with minutes of golden time. Pupils collect golden time over the course of several weeks. On an agreed day and time, pupils can exchange their time to participate in an activity of their choosing.
In Chestnut and Beech Classes, rewards are given for whole class focus and participation in lessons, team working skills and supportive learning. A set number of tokens (stars) are collected and redeemed for an agreed reward i.e. a class party, a painting afternoon, a cooking afternoon. In each class there is a visual board where these golden time / tokens are displayed.

Managing and modifying poor behaviour

We expect all pupils to try their best and meet our school expectations for behaviour, but strategies for managing behaviour will be tailored to individuals based on our knowledge of them.

All learners are held responsible for their behaviour. Every member of Fairhaven Primary School staff will deal with behaviour and use a stepped approach to dealing with poor conduct. Pupils are in school to learn so learning time should not be lost through poor behaviour. Unfinished work will be completed in the child's own time, either at home or at school.

Pupils that exhibit poor behaviour will not be reprimanded in public; this will be done privately and respectfully. If a class has been affected or interrupted by the inappropriate behaviour of a pupil then the class teacher will always explain to the class that there will be consequences for the child's behaviour. As a school we will not share the specific details of a consequence set for a pupil, but other pupils will be reminded that there is always a consequence for inappropriate behaviour at Fairhaven Primary School. This is a good opportunity for the class to ask questions and alleviate any concerns they may have about a situation.

The attention of staff will always focus on the behaviour and not on the child. The steps taken will reflect the seriousness of the child's behaviour, the frequency of the incidents and the effect of the behaviour on others.

Fairhaven Primary recognises that a child with cognitive needs cannot be expected to do the same work as a child without and requires staff to adapt their approaches to meet the child's learning needs. In the same way, when a child has social, emotional and mental health needs, all staff need to adopt approaches that "are different from and additional to" (see SEN code of practice). Therefore, it is appropriate to have differentiated approaches for pupils with social, emotional and mental health needs.

The school follows a **Check-In, Redirection, Reminder, Re-Set, Consequence** approach. This approach is set out in the chart below. It is linear in design; however, we are very aware that not all behaviours fit such a chart. We encourage staff and pupil 'take up' time between each stepped action. For low level disruption it is not possible to leap or accelerate steps.

Check-In	The class teacher or teaching assistant will speak to the pupil to ascertain whether he/she understands the task and needs any further assistance.
Redirection	Encouragement The class teacher will give a reminder to the pupil about the work, learning and behaviour expected – this will be delivered privately wherever possible. The pupil will be given a second opportunity to ask for support / further explanation of the task.
Reminder	Clear Guidance of expected learning behaviour Pupils will be made aware of the behaviour that was observed. The behaviour will be clearly named, and reference will be made as to why this is unacceptable. The adult will do this in a way that does not inflame the situation. The adult will maintain a calm, non-threatening approach. The adult will not engage in unnecessary debate or use negative phrases that could lead to an escalation of behaviour. Pupils will be reminded of their previous good conduct and that they now have the ability to make a behaviour choice. The adult will explain clearly and calmly what they are expecting. *I have asked you to stop … because it is …* *If you need help, I will give it. If you feel able to do it by yourself, please start.* *I will come back in 3 minutes to see how you are doing. I hope to see an improvement.* *Please remember if your work is not finished you will be required to finish in your own time.*
Re-Set	If the pupil continues to behave inappropriately, then a re-set can be offered, if an adult is available. This could be in the form of a movement break, a drink of water, a brief time-out of the classroom, in the library or quiet space. *I can see your mind is not on your work. Is something upsetting you. Would you like to talk about something? Refer to the Zone of regulation chart. Remember we are here to help.*
Consequence	If after a clear set of previous opportunities (check-in, redirection, reminder, re-set) the behaviour continues and is disrupting other children's learning an appropriate consequence will be put in place.
If the inappropriate behaviour stops at any point, it is good practice for the teacher to praise the pupil for making the right choices.	

Playground / Field / Lunch Hall / Toilets / Corridors	
Steps	**Actions**
Check-In	Adults will constantly monitor pupils' behaviour. Before things escalate, the adult will make the pupil aware they can see something untoward may happen and ask if they are okay and if they can help in any way.
Redirection	**Encouragement** For example: • If play becomes too physical by pulling or pushing pupils will be given a reminder of the **No Hands** rule. • If a pupil jumps the queue for lunch, they will be reminded of the expectation that pupils join the end of the queue. • If a pupil uses a piece of play equipment in an unsafe way an adult will explain why this play is dangerous.
Reminder	**Clear guidance of expected behaviour** If the behaviour persists a second reminder will be given. Adults will be clear that the inappropriate behaviour must stop. Reminders should be delivered privately wherever possible, to deescalate the situation.
Re-set	**Time out** If the behaviour continues to persist the pupil will be asked to sit out for 10 minutes. This may be on a playground bench or inside the classroom. It is a chance for the pupil to reflect on their behaviour away from others. It may also diffuse any anger or other big emotions.
Consequence	If after Time Out the pupil's behaviour continues, they will be sent to their class teacher and they will lose an appropriate amount of their play / social time at the next available play/social time.

Dangerous Behaviours

- Adults must use a scripted response to de-escalate conflict. (Appendix 1)
- If a pupil is displaying dangerous behaviours, the class teacher should ask for support from another teacher or the headteacher.
- All teaching and teaching assistants receive training in Norfolk Steps. This programme provides guidance and practical advice to develop an

understanding of the safe and effective use of everyday physical interventions.

- Teachers and some teaching assistants receive training in Norfolk Step-On Training. This programme provides guidance and practical advice to develop an understanding of how to manage challenging behaviour and the effective use of restrictive physical intervention.
- All members of school staff have a legal power to use reasonable force.

Restorative Approach

Building and nurturing relationships is at the heart of a successful and happy school. In this type of environment everyone is more likely to want to work, more likely to achieve and less likely to be hurt or to feel excluded. Repairing the harm done to relationships in the event of conflict and inappropriate behaviour is a high priority in our school.

Fairhaven Primary uses restorative approaches to draw a crucial distinction between the person and her/his behaviour. Restorative Approaches is based on 'Fair Process'- engagement, explanation, expectation and clarity. People directly involved in the situation are the ones best placed to resolve a conflict. Pupils at Fairhaven Primary School are therefore encouraged and supported by all school staff to take responsibility for their actions and to work out how to put things right.

Restorative Conversations with Pupils

During a restorative conversation we aim to:

- Actively listen and encourage the person to talk by asking open questions.
- Summarise the main events within an incident.
- Be empathetic (listen for thoughts, feelings, experiences, behaviours).
- Use a 'solution' rather than a 'blame' approach.
- Have discussions in a suitable location, involving those who were involved.
- Be firm but fair.
- Avoid using negative body language, tone and facial expressions.

Leading Restorative Conversations

Staff will use restorative language and questions to allow children to understand the impact of their behaviours. The conversations are structured in five steps:

- What happened?
- What were you thinking / What were you feeling?
- What have been your thoughts since?
- Who else has been affected by this?
- What do you need now so that the harm can be repaired?

The key to a truly restorative school community is a systematic, pro-active use of restorative thinking right across the whole staff, pupils and school partners, to find solutions to conflicts rather than focus on who started it and why. Restorative conversations are used as part of a planned approach to relationship or discipline difficulties.

School adults will take responsibility for leading restorative conversations. This will be done discreetly and as quickly as possible so that those pupils do not repeatedly seek the negative attention. (Our focus will always be on giving attention for positive behaviours.) At the end of the conversation agreed further consequences will be set, if appropriate.

Consequences of Unacceptable Behaviour

For behaviour management to be effective a clear set of consequences need to apply if the actions of individuals infringe upon the agreed rights of others or the school rules.

Consequences to persistent inappropriate or disruptive behaviour can include the following:

- Having to be involved in a restorative conversation. If a restorative conversation is not appropriate, the pupil may be asked to write a restorative letter to another pupil or teacher.
- Loss of morning play or lunch play. Pupils will be supervised by an adult and expected to complete an activity set for them. Pupils who miss a lunch play will be taken on a brisk walk to get some exercise and fresh air.
- During lesson time, a pupil can be sent to a different class to complete their work. At the end of the lesson, the pupil will be sent to the headteacher to explain their actions. If the child refuses to go, the headteacher should be requested to attend. The pupil will then sit with the headteacher for an appropriate amount of time and will recoup the same amount of time in their breaks catching up any missed work.
- Pupils may be asked to repair a friendship by completing a short activity together – this may be drawing, playing with Lego or playing a game. The aim of this is to start to build trust and friendship between the pupils.
- A Behaviour Form (Appendix 2) should be completed by the member of staff who initially dealt with the unacceptable behaviour.
- Serious behaviour incidents should be recorded on the Significant Behaviour Incident form (Appendix 3). Significant incidents may result in an in-school exclusion.
- If the pupil continues the same behaviour over time, or there is a cumulative number of different incidents with different behaviours, a log of incidents

and learning time lost will be kept. This should follow the agreed format in Appendix 4.

Reporting to parents/carers at the end of the day

- If a child has received medical attention because they have been physically harmed by another pupils, the class teacher must inform parents/carers at the end of the school day. For serious incidents, the office staff will contact parents/carers immediately.
- For significant behaviour incidents the pupil's class teacher must inform parents/carers of the pupil's behaviour at the end of the day, either via telephone call or face to face discussion. Teachers are required to explain what has happened and request that parents/carers reinforce the school's behaviour expectations at home.
- Isolated low-level disruptive behaviour may not be reported to parents/carers, but if a pattern of disruptive behaviour is emerging parents/carers should be informed.
- If a pupil's behaviour is causing serious concern, a formal meeting will be held with the pupil, parents/carers, class teacher and headteacher. At the discretion of the class teacher, an informal or formal behaviour plan can be put in place. Appendix 5 is a template formal behaviour plan. Any formal plan should be monitored carefully by the class teacher and reviewed regularly with the parents/cares. Exclusion from a particular lesson/outside play/lunch may be considered at this point. If a child is excluded from a particular lesson, they will work independently in that curriculum area in a suitable place.
- Support from appropriate agencies such as the School and Community Team may be sought.

If a pupil's behaviour is considered extreme, dangerous to themselves or others, involves bullying or the misuse of drugs then the consequence procedure may be accelerated to the higher stages. Suspensions may be considered at this point.

Behaviour on the Bus

Some children at Fairhaven Primary School travel to and from school on a Norfolk County Council approved bus. Norfolk County Council shall take reasonable care for the safety of pupils, while they are using transport provided by external operators on behalf of Norfolk County Council. Parents/carers are responsible for the conduct of their children while using this transport. Schools are not required to supervise this transport. If the transport company informs the school of pupils misbehaving on any of the buses, parent/carers of these pupils will receive a phone call home from the headteacher. This call will be recorded as a consequence of their behaviour.

Parental Concerns

Sometimes children are adept at hiding behaviour from school staff. Where parents feel that behaviours have not been noticed in school, they should address these in the first instance to the class teacher who is in an excellent position to investigate and work to resolve any issue. Repeated concerns that have been raised with the class teacher should be brought to the attention of the headteacher.

Bullying Behaviour

At Fairhaven CEVA Primary School we believe that everyone in our learning community can expect to be free from all forms of harassment and be able to achieve their full potential in a caring, safe, secure and supportive environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated (see separate Anti-Bullying Policy).

This policy should be read in conjunction with:

- Anti-Bullying Policy
- Positive Handling Policy
- SEN/D Policy

Monitoring and Review

Behavioural incidents will be reports to school governors via the headteacher half termly report. This policy will be reviewed in Spring 2028.