Plaistow Hill Primary and Nursery School

Behaviour and Relationships Policy

Reviewed	September 2026
To be reviewed	September 2027

Behaviour and Relationship Policy

Kind words are short and easy to speak but their echoes are endless - Mother Theresa.

At Plaistow Hill, we know that developing and sustaining positive relationships is central to the success of our school. We believe that trusting, honest and caring relationships must exist between all members of the school community and most importantly between adults and children. Relationships must be authentic.

Everyone at Plaistow Hill understands that they have a responsibility to support the growth of positive relationships, that constant maintenance is required to maintain them and that there will be times when relationships rupture but that we all have a duty to help repair these.

Adults all know that behaviour is understood as communication and that poor behaviour is as a result of an unmet need. All staff have been trained in ways to be in positive relationships with children, and each other, which helps everyone work together in a productive way to support the emotional needs of our children and nurture positive behaviour.

Our approach to relationships is based on the teachings of Trauma Informed Schools UK (TISUK). It is underpinned by educational practices which 'Protect, Relate, Regulate and Reflect'.

Protect

Our priority is to ensure that children are safe. In this context that means not only physical safety but also within the relational environment. We reduce the stress for the child by creating a warm and calm environment that is consistent, accepting and optimises social engagement. We do not place children in situations that they cannot manage and focus on creating both physical and psychological safety.

Specifically;

- Increased 'safety cues' in all aspects of the school day, such as meet and greet at the classroom door and throughout the day.
- All adults are taught about the impact of toxic stress on learning, wellbeing and behaviour.
- Regular whole school training to ensure that all adults have a comprehensive understanding of PACE (Hughes 2016), whole school awareness of Social Engagement Theory (Porges 2017) and Panksepp's Emotional Systems (2012).
- Ensuring that there are emotionally available adults in school and that children know who they are and where to find them.
- There is a no shouting, no shaming in school. Raised or hostile voices are not tolerated and any conversations with individuals about behaviour take place in private, away from the gaze of other children.
- Adults are aware of facial mobilisation and are expected to present as open, warm and engaged always.
- Adults are consistent and adjust their expectations around vulnerable children to meet their needs. They ensure that their interactions are socially engaging and not socially defensive.
- Adult only spaces and time to reflect is encouraged.
- The nurturing of school staff in such a way that they feel truly valued and emotionally regulated enough to be able to interact throughout the school day with social engagement rather than defensiveness.

Relate

At Plaistow Hill, our understanding of Relate is underpinned by the knowledge that the ability to form meaningful relationships is fundamental to mental health and happiness. We understand that relationships are crucial in promoting the optimal development of the frontal lobes of the brain associated with the executive functions key to emotional regulation, emotional intelligence, planning, problem solving and ultimately, learning. There will be children in our schools who, for many reasons, have not benefitted from these positive relational experiences. Research indicates that the brain retains plasticity and repeated, positive, relational experiences can repair and reverse this cycle.

Specifically;

- All adults are attachment aware.
- All adults interact with each other, with children and with parents and carers from a position of social engagement not social defence.
- All adults know about the key relational skills (Affect Attunement, Empathy, Containment and Calming and Soothing) and use these when supporting all children.
- Adults ensure that children have daily positive relational experiences to help them to become trusting, help-seeking individuals. PACE is embedded in all interactions.
- Children and adults are helped to express their emotions and are not shamed or undermined when acknowledging their anxieties.
- Adults have daily opportunities to engage with each other in environments that are supportive and pleasant.

Regulate

We know that leaving children (and adults) in a state of toxic stress can result in physical ill health as well as making it impossible to engage productively in the activities taking place around them. We have a duty to support children and adults in school to ensure that they are not left in toxic stress. We know that one of the most powerful ways to do this is to talk to children and help them to talk about what is bothering them. At Plaistow Hill, we are committed to doing this through the relationships we have with children and each other.

Specifically;

- Providing children with time-in with an adult who they trust to help them calm down, ready to reflect
- Teaching children strategies to support them in self-regulation
- Ensuring that interactions are emotionally regulating, playful and enriched
- Ensuring that we do not engage in socially defensive behaviour with children, especially when correcting behaviour
- Our school provide and value staff-only spaces, designed to promote regulation and reflection.
- The emotional wellbeing and regulating of staff is treated as high priority in order to prevent stress related absence, stress related illness and/or feeling undervalued.
- Adults are aware of each other's needs and support each other through rich, trusting relational experiences.

Reflect

At Plaistow Hill, we believe that children and adults need to be able to reflect on their feelings in order to fully understand them and their behaviour. Without the opportunity to do this we are far more likely to act out our feelings. Reflection enables us to make sense of our life, develop language for emotions and have a coherent narrative that makes sense of what we are feeling and what has happened to us. There are times following troubling incidents that children and adults need to be helped to reflect in order to make sense of them and if necessary, to repair ruptures in relationships that may have resulted. Such reflection takes place only once the child is calm and regulated, with a trusted and emotionally available adult who is able to offer non- judgemental support. We recognise this as being 'connection before correction' (Dan Hughes 2017).

Specifically:

- Staff are trained in the art of good listening with a particular focus on empathy and acceptance of the feeling if not the behaviour.
- Children have opportunities to work with trusted adults to make sense of painful experiences through creative, therapeutic approaches.
- Behaviour is understood to be a form of communication and adults are educated in the art of good listening, dialogue, empathy and understanding rather than asking lots of questions or giving lectures.
- Restorative conversations take place when children are ready and able to think about what has happened and are supported to reflect and repair.
- The PSHE curriculum (Jigsaw- The mindful approach to PSHE) is informed by current research and teaches children about mental health, emotions, relationships and how to live life well.

Restorative Approaches-Reflection

It is fundamental that those staff who are dealing with challenging behaviour are using restorative approaches, which seek to build rather than break relationships.

Where possible, this should include:

- Staff supporting pupils to reflect on incidents and understand the impact their behaviour may have had upon feelings, relationships and safety and learning
- Pupils are given opportunities to apologise and 'make right' what has happened, according to the particular situation which has occurred.
- More formal approaches to ensuring the voices of all parties are heard and understood and agreement is reached about how to move forwards together

Most importantly that a pupil is given a "fresh start" after sanctions have been applied and that the pupil is beginning again and should be treated as such by others.

We use the acronym **WARM** for the restorative/reflective prompts in discussions with children.

W-what happened?	What happened? What were you thinking at the time? What do you think now about what has happened?
A-affect	Who was affected by what happened? How were they affected?
R-repair	What do you need to do to repair things? How will this help to put things right?
M-move forward	How can we make sure that this doesn't happen again? Do you need help with this?

Expectation

Our 3 school rules will be displayed throughout the school. Our rules are:

Be ready

Be respectful

Be safe

Roles and Responsibilities

Every adult that works within Plaistow Hill, whether employed or voluntary is required to conduct themselves in keeping with this policy. It is the responsibility of all adults in the school to model the behaviours described and ensure that they are supporting the promotion of positive behaviour. New staff, visitors and volunteers will be expected to read the policy and training will be given to enable them to understand the principles upon which the practice is based.

Expectations of behaviour

We expect high standards of Behaviour and Attitudes from all staff and children.

- Expectations of behaviour are applied consistently and fairly reflecting in the children's behaviour and conduct. Children learn to be self-disciplined through developing good relationships with other children and adults, therefore incidences of low-level disruption are rare.
- Children's attitudes to their education are positive and they are committed to their learning and take pride in their achievements.
- Children have good attendance and are punctual for school.
- Relationships among children and staff reflect a positive and respectful culture. Leaders, teachers and children create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread

How will we achieve these expectations?

- All adults, within the school setting, need to act as positive role models for the children.
- All adults, to manage the emotional needs of the children through positive relationship-based approaches (see above)
- Ensure that everyone knows the whole school and individual class rules and what is expected of them and why. Class rules will be negotiated with the children. All rules should be revisited and discussed on a regular basis, so everyone know the expectations.
- Praise children's efforts and achievements as often as possible and share their success with parents / carers.
- Ensure that there are equal opportunities for all and that everyone is always treated fairly.
- Recognise and celebrate good behaviour choices.
- Know the sequence and sanctions for bad behaviour including restorative conversations and conversations with parents/carers.

Positive rewards

Within the school there is a positive approach to discipline. We expect the children to display good behaviour daily but do understand that there are some children that this will be difficult for (examples of how we support this are written above). We ensure that children are recognised for their good behaviour e.g. being helpful, being kind, listening carefully, not shouting out, showing good manners, trying their best etc.

See Annex A for positive behaviour rewards

What happens when poor behaviour occurs?

Restorative Approaches

It is fundamental that those staff who are dealing with challenging behaviour are using restorative approaches, which seek to build rather than break relationships.

Where possible, this should include:

- Staff supporting pupils to reflect on incidents and understand the impact their behaviour may have had upon feelings, relationships and safety and learning
- Pupils are given opportunities to apologise and 'make right' what has happened, according to the particular situation which has occurred.
- More formal approaches to ensuring the voices of all parties are heard and understood and agreement is reached about how to move forwards together
- Adults in school, have resources to support these such as 'scripts' to use with the children and continued professional development to ensure this process is completed correctly. This is the most important step in the process to ensure positive relationships are sustained and built upon (See '**Reflect**' above)
- Children have opportunities to work with trusted adults to make sense of painful experiences through creative, therapeutic approaches such as emotions work with the ELSA, play therapy and sand/art play.
- Most importantly that a pupil is given a "fresh start" after sanctions have been applied and that it is clear that the pupil is beginning again and should be treated as such by others.

Restorative approaches are based on four key features:
Respect: For everyone by listening to others' opinions and learning to value them
Responsibility: Taking responsibility for your own actions
Repair: Developing these skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
Re-Integration: Working through a structured, supported process that aims to solve the problem and allows young people to remain in mainstream education.

Sanctions

We aim to use positive strategies to maintain high standards of behaviour within the school but, on occasions, sanctions may be necessary. Children are treated as individual's and their needs are considered; some children will need modified approaches.

- Within the classroom or playground, a reprimand by teachers / support staff, for low level disruptions or minor behaviour difficulties, are usually adequate sanctions.
- If poor choice behaviour continues, the child will receive a 'look' then a verbal warning and will be reminded that continued poor behaviour will result in a time out. (See Annex A for further information about the behaviour flow chart) In EYFS, children will be given the opportunity to calm down with an emotionally available adult.
- This will be followed by a repair time conversation with pupil and teacher and relaying boundaries. As children get older they will complete a reflection sheet.
- Any conversations with the child will be done privately, so the child does not feel shamed in anyway (See '**Protect**' above)
- For any child with persistent poor behaviour, the class teacher will also need to speak to the child's parents at the end of the day/telephone them and keep a log of the incident on CPOMS.
- The Head teacher will contact the parents of any child whose behaviour is continually causing a concern to discuss how best to support the child. A high priority is given to having good relationships with our parents to ensure the best outcomes for their child.
- For persistent poor behaviour (as outlined in appendices) it may be necessary to arrange for a period of a part time timetable (linked to transition or emotional health) or internal seclusion as well as consultation and support from external agencies e.g. Educational Psychologist / MAST team etc. A Behaviour plan may also be agreed for the child.
- Children who make poor behaviour choices during lunchtime by behaving in an unacceptable way whilst eating or by hurting other children will miss lunchtime play. Any further misbehaviour would result in an emotionally available adult being called for.

- Any major incident should be referred immediately to the Headteacher.
- The MTA must inform the child's class teacher of any behaviour incidents and if necessary parents / Carers will be informed at the end of the day.
- Any child who consistently misbehaves at lunchtime should be brought to the attention of the Headteacher. The Headteacher/ SENCO will work with the child and parents to develop a plan to ensure the child has more enjoyable experiences at lunchtime. This could include adjusting timings to suit the child, ensuring an emotionally available adult is on the playground, a calm environment for the children to play in or the child having lunch at home.
- Exclusion from school is a formal procedure and would be used as a last resort for behaviour where children or staff are physically or verbally assaulted by a child or for a child who continually disrupts the learning of other children in the class by poor choice behaviour and a refusal to conform to expected standards of behaviour. See suspension and exclusion policy for details.

Child on Child abuse

- Through training, all staff are aware that children can abuse other children and that it can happen both inside and outside of school and online. Staff are made aware of and can recognise the indicators and signs of child on child abuse and know how to respond to reports.
- Staff understand, that even if there are no reports in the school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child on child abuse they should speak to the designated safeguarding lead (or deputy). Parents must also make staff aware if their child has reported such incidents are happening in school so that it can be dealt with appropriately.
- All staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

  Child on Child abuse is most likely to include, but may not be limited to:

  •bullying (including cyberbullying, prejudice-based and discriminatory bullying);
  •abuse in intimate personal relationships between peers;
  •physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
  •sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence)
  •sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
  •causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
  •consensual and non-consensual sharing of nudes and semi- nude images and or videos (also known as sexting or youth produced sexual imagery);
  •upskirting; and
  •initiation/hazing type violence and rituals

Reasonable Force/Positive Handling (see separate Restrictive Physical Intervention policy)

Section 550 a) 1996 Education Act allows staff to use "reasonable force". There is no legal definition of "reasonable force", so it is not possible to set out comprehensively when it is reasonable to use force, or the

degree of force that may reasonably be used. It will always depend on the circumstances of the case. The school prefers the term Safety Intervention when discussing these approaches.

Restrictive Physical Intervention handling – a set of approaches based on Crisis Prevention Institute Safety Intervention training which is an approach staff at Plaistow Hill have had training in.

Whistleblowing

Staff with concerns over the behaviour of any staff should report those concerns to the Headteacher. If the member of staff has continuing concerns, they should speak to the designated "whistleblowing" governor or the Lead Officer for Allegations against staff in the LA. The details are held on the staff noticeboard.

In the case of concerns about the behaviour of a parent, the Headteacher should be informed immediately. The action will be as follows:

- A verbal discussion and warning
- If the unacceptable behaviour continues, then a formal letter will be sent
- In extreme circumstances a parent maybe banned from entering the school premises and will need to make alternative arrangements for the dropping off and collection of their child

If any parent is not happy with the way their child has been treated by a member of the school staff they should arrange an appointment to see the Headteacher.

A copy of the Complaints and Compliments policy is available on our website or from the office.

Please also see the Anti bullying statement.

ANNEX A

Staff to have due regard to Government's Expert Adviser on behaviour in schools-Getting the simple things right: Charlie Taylor's behaviour checklists as listed below

Key principles for headteachers to help improve school behaviour

Policy

- Ensure absolute clarity about the expected standard of pupils' behaviour.
- Ensure that behaviour policy is clearly understood by all staff, parents and pupils.
- Display school rules clearly in classes and around the building and staff and pupils should know what they are.
- Display the tariff of sanctions and rewards in each class.
- Have a system in place for ensuring that children never miss out on sanctions or rewards.

Leadership

- Model the behaviour you want to see from your staff.

Building

- Visit the lunch hall and playground and be around at the beginning and the end of the school day.
- Ensure that other Senior Leadership Team members are a visible presence around the school.
- Check that pupils come in from the playground and move around the school in an orderly manner.
- Check up on behaviour outside the school.
- Check the building is clean and well-maintained.

Staff

- Know the names of all staff.
- Praise the good performance of staff.
- Take action to deal with poor teaching or staff who fail to follow the behaviour policy.

Children

- Praise good behaviour.
- Celebrate successes.

Teaching

- Monitor the amount of praise, rewards and punishments given by individual staff.
- Ensure that staff praise good behaviour and work.
- Ensure that staff understand special needs of pupils.

Individual pupils

- Have clear plans for pupils likely to misbehave and ensure staff are aware of them.
- Put in place suitable support for pupils with behavioural difficulties.

Parents

- Build positive relationships with the parents of pupils with behaviour difficulties.

Behaviour checklist for teachers

Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Have a system in place to follow through with all sanctions.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

Rewards and Consequences

Rewards in class	Consequences in class/hall
• Verbal praise • Written feedback in books • Class Dojo points linked to the school's shared values: Collaboration (working together, Inclusivity (sharing and accepting), Respect (polite), Excellence (doing your very best), Aspiration (above and beyond) Kindness • 25 Dojo Points – bronze certificate from class teacher • 50 Dojo Points – silver certificate from class teacher • 75 Dojo Points – gold certificate from class teacher • 100 Dojo Points – prize from the treasure chest If class reach a total of 1000 combined, they can have a class reward such as movie time, parachute, class mufti, extra break for up to 30 minute. **<u>Other rewards</u>** Headteacher 2 class stars of the week certificate Exceptional behaviour of the week Outside the classroom behaviour tokens – MTAs plus other adults rewarding children not in your class. Awards every Friday in assembly for the most tokens. Certificates and a badge for reading Bronze reading champion badge and certificate x3 a week for 10 weeks Silver reading champion badge and certificate x3 a week for 20 weeks Gold reading champion badge and certificate x3 a week for 30 weeks Platinum reading champion badge and certificate x3 a week for 40 weeks Postcards sent home Visit to SLT for praise for exceptional individual circumstances	1. A **'look'** to indicate the child is not following the class, school expectations **2.** A verbal warning 3. A second verbal warning. A '**discussion'** between the child and member of staff- ensuring clarity of expectation and support for making the right choice. **4.** Time out. In safe space or another class. i**mage of clock.** Record on CPOMs 5. Repair time conversation with pupil and teacher and relaying boundaries. As children get older complete a reflection sheet. 6. Teacher communication with home **image of telephone.** Record on CPOMS. 7. Involvement with senior leadership team **If the behaviour is ongoing- refer to the 'Ongoing Behaviour Section' in the appendices.**

Annex B

Play and lunch times all adults (teachers not to give tokens to own classes)

Rewards at play/lunchtime.	**Consequences at play/lunchtime.** **In order.**
• Positive affirmations for the behaviours they are demonstrating. • Tokens/pom poms given to children demonstrating good behaviour at lunchtimes– praise • Display the best- behaved class in the hall each week.	1. A **'look'** to indicate the child is not following the school expectations. 2. A short 'verbal warning' 3. A '**discussion'** between the child and member of staff- ensuring clarity of expectation and support for making the right choice. 4. Time out with key person on playground or member of SLT for set time. 5. Communication with home. Recorded on CPOMS. 6. Involvement with senior leadership team

Annex C

Minor and Major Incidences

What is unacceptable?
• Talking at inappropriate times • Mistreating school or other property • Distracting other pupils • General behaviour around the school, eg running in the corridors, talking in assemblies • Isolated shouting out • Not completing sufficient learning • Lack of co-operation with peers • Out of seat • Calling out • Not listening/ paying attention • Pushing, shoving in line • Not tidying up • Distracts and encourages others to misbehave • Throws small objects to distract – not to hurt • Inappropriate physical contact, e.g. poking, flicking, pulling hair • Complains or mutters disruptively/persistently • Talking at an inappropriate time, or asking inappropriate questions to disrupt
More serious incidents straight to time out/other sanctions such as internal seclusion
• Interferes with other's property • Leaves the room without permission • Trying to get others into trouble • Rough play • Theft • Misuse of online platforms • Refusal and defiance to follow adult instructions • Swearing • Minor deliberate damage (pencils) • Physical or violent assault causing injury, or persistent violent behaviour • Sexualised behaviour or assault • Serious damage to property (e.g. vandalism) • Carrying a weapon with the intention to wound (e.g. knife) • Persistent Bullying including homophobic, racist threats and abuse • Unsafe/risky behaviour and not following adult instruction • Carrying, supplying or abusing drugs • Any prejudice-based comments eg racist/homophobic/transphobic/religious/gender • Verbal/written comments, swearing, making comments intended, or likely, to cause upset or offence to someone else • Defiance after a reasonable request has been specifically directed at the individual by an adult • Bringing in inappropriate items • Ongoing multiple issues in a day