Positive Relationships and Behaviour Policy

Reviewed: September 2025

Next Review: September 2026

This policy was developed in partnership with pupils, parents, staff and governors and complies with section 89 of the Education and Inspections Act 2006.

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Behaviour Policy

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Our Vision

At PAWS we have an ambition vision to work in partnership with families, the church and the wider community to prepare all our children with the knowledge, skills, values and behaviours they will need in order to flourish, reach their potential and enjoy fullness of life.

(John 10:10)

Governor's Written Statement and Principles

The Governors at Pevensey and Westham Church of England Primary School believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life. Furthermore, they are essential for pupils' lifelong success and are key in enabling them to *flourish, reach their potential and enjoy fullness of life.*

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Behaviour Principles:

- Pevensey and Westham is an inclusive school. Everyone should be free from discrimination, harassment, victimisation of any sort;
- Equity is when everyone gets what they need to achieve;
- Everyone has the right to feel safe all of the time;
- Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours;
- Every pupil should be educated in an environment where they feel valued, listened to and respected;
- Children should be encouraged to be accountable and take responsibility for their actions and the impact on themselves and others. They should be encouraged to make ethical choices and be agents of change;
- The school's values of being kind, resilient, healthy, honest and showing forgiveness should be central tenets to how children and staff discuss behaviour;
- Consequences should enable a pupil to reflect on, and learn from a situation and to make reparation wherever possible;
- Children should be supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems;
- All adults in school should model, maintain, encourage and promote positive behaviour and the principles of fairness and justice;
- High expectations for positive behaviours and attitudes towards learning provide the foundations for our children to become confident, resilient and self-assured learners;
- The school should work in partnership with parents and carers to develop and promote positive behaviours;
- High expectations for children's behaviour while in school should be mirrored while out of school and when online;
- The school should seek advice from appropriate outside agencies wherever necessary;
- Exclusion from school is a last resort.

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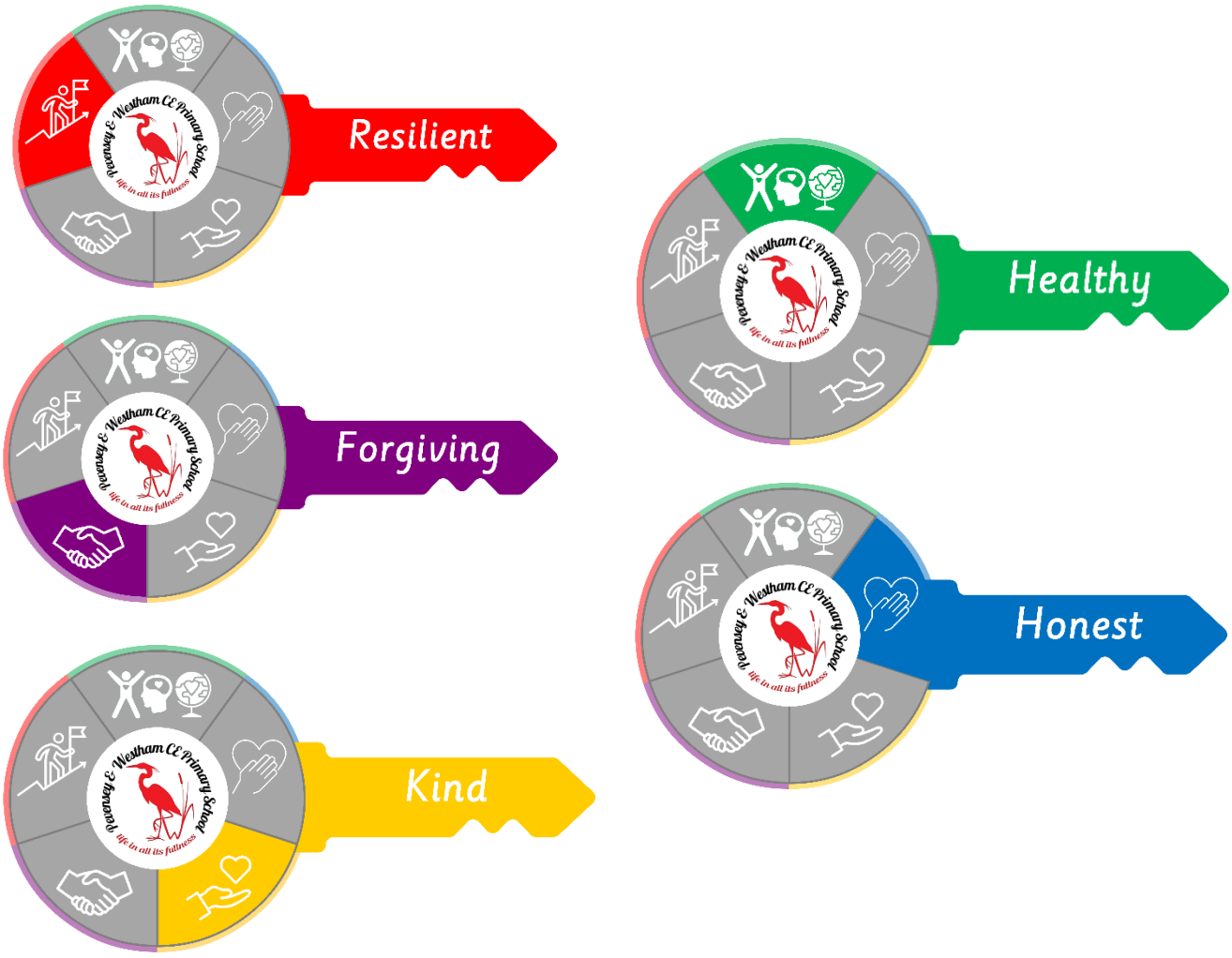
Our Christian Values:

Working with pupils, parents and cares, staff and governors, we selected our Christian values which we believe provide pupils with the keys to living *life in all its fullness*.



Our School Rules:

We have three simple school rules which we expect all pupils, adults and stakeholders in the school to follow.

Be Ready

Be Respectful

Be Safe

What the school expects from pupils

All our expectations refer to behaviours on and offline.

Some of these expectations may be challenging for certain pupils and adaptations may be made for them.

Pupils will be expected to:

- Move respectfully and sensibly about the school and classroom, never running or shouting – others may still be learning.
- Hold doors open for others.
- Speak politely to everyone, using an appropriate voice.
- Be welcoming to all adults and other children as they pass them in the corridor and around school.
- Wear their uniform with pride e.g., longer shirts tucked in, not tying a jumper around their waist.
- Keep the cloakroom and lockers tidy and ensure bags, lunchboxes are stored safely.
- At busy times, calmly and quickly store their belongings in their locker or cloakroom. Wait safely and quietly for their turn.
- Follow instructions given by adults.
- Respect others' personal space.
- Keep the school tidy by using bins properly, including picking up all things from the floor.
- Enter and exit Worship calmly and in silence.
- Tuck chairs under their tables every time they leave their seat.
- Show respect for other people's opinions and beliefs and celebrate the differences we all have.
- Show respect for the working environment and resources by keeping their work space organised and clutter free.
- Keep all four legs of the chair on the floor (no swinging)
- If asking a question, do not call out.
- Show respect in their learning by listening and being alert.
- Will respect the Church environment during Worship or visits by having hoods down and not touching prayer mats, etc.
- Will respect the school toilets – leaving them how they would want to find them.
- Will read every night and complete home learning tasks.
- When out of school, pupils should be aware that the school's reputation depends on how they behave.
- Not access personal mobile phones or smart watches in school. Year 6 pupils should hand mobile phones to the teacher at morning registration and collect at the end of the day.

At playtime and lunchtime:

- No rough or overly physical play, including play fighting.
- Stay in the permitted areas on the playground.
- Line up calmly in classes on the first bell. Silent and ready to enter the school building when directed by their teacher with their hand up.
- During wet play, pupils will take part in calm and focused play activities as directed by the school staff. This may include colouring, drawing, playing board games, etc.
- Remain calm throughout their time in the hall.
- Wait until they are told to leave and then leave the hall calmly, tucking in their chair as they go.
- Will not talk with food in their mouths.
- Will use a knife and fork appropriately.
- Will clear their own plates and cutlery once finished and clear any excess mess made so that following pupils have a pleasant and tidy space to eat at.

What the school expects from staff

Support the school with teaching children to take responsibility for their learning and behaviour. All members of our school community are expected to uphold our School Vision where we strive for children to: ***reach their potential, flourish and enjoy fullness of life.***
All our expectations refer to behaviours on and offline.

Staff are expected to:

- Reinforce the norms in and around the school with all children so everyone knows what to expect.
- Display the school rules and values prominently in every classroom.
- Teach expected behaviour and routines in the same way the curriculum is taught by modelling and repeatedly reinforcing.
- Expect nothing less than high standards and expect the best with no lost learning time.
- Praise at every opportunity; immerse pupils in a school where good conduct is seen, recognised and expected.
- Greet and welcome pupils on arrival, after break and lunch.
- Create a swift and purposeful start to lessons.
- Hold doors open for children and other staff.
- Contact parents with positive messages about children's behaviour where it is above and beyond.
- Contact parents as soon as concerns arise about a child's behaviour.
- Deliver a suitably planned and structured lesson which meets all individual needs.
- Show respect for the school environment, keeping the areas organised and clutter free, including picking up all things from the floor.
- Manage the class locker and cloakroom areas and reinforce expectations for shared areas in school.
- Speak politely to everyone else, using an appropriate voice. (Raised voices should be avoided unless a member of the school community is in danger)
- Celebrate diversity and challenge prejudice-related behaviours.
- Look smart and professional – suitable to their role.
- Manage behaviour concerns by following the school's procedures.
- Record behaviour concerns in-line with the school's procedures.
- Seek support from leaders and others colleagues as appropriate.
- Follow the school rules: Ready, Respectful, Safe.
- Conduct themselves appropriately online and have high security settings.

We stay true to our vision and values; working in unison as we strive to be exceptional in all that we do. Living our values means that our values go beyond words; they are lived out in action. They are the foundations of our inclusive culture and guide what we think, what we say and how we behave.

What the school expects from parents and carers

Support the school with teaching children to take responsibility for their learning and behaviour. All members of our school community are expected to uphold our School Vision where we strive for children to: ***reach their potential, flourish and enjoy fullness of life****.*
All our expectations refer to behaviours on and offline.

Parents and Carers are expected to:

- Work in partnership with staff to ensure positive behaviour is developed and sustained.
- Send children to school on time and maintain good attendance of at least 96%.
- Send children to school in full agreed school uniform, including PE or Forest School kit.
- Ensure pupils come to school correctly equipped and prepared to learn.
- Respond and engage with concerns raised by members of staff.
- Inform staff of any concerns or issues that impact on their child's wellbeing
- Raise concerns with staff in an appropriate manner.
- Trust the school with decisions that are made in the best interests of all pupils.
- Hold your child to account for their behaviours and actions.
- Establish healthy routines, limits and boundaries at home to ensure they are prepared for school each day.
- Encourage and support children to complete home learning expectations including reading with your child (regardless of year group).
- Park safely and respectfully.
- Celebrate diversity.
- Adults should role model appropriate online behaviour to their children.
- Follow and model the school rules: ***Ready, Respectful and Safe***.

We expect visiting adults in the school to conduct themselves appropriately as role models for our children.
At PAWS, we consider any threatening, abusive or violent behaviour to be a very serious matter. This type of behaviour causes extreme distress to all concerned and it is not acceptable. Aggressive and threatening behaviour will not be tolerated on school premises or via emails/Class Dojo.

Model our vision and values in order that we strive to be exceptional at all times. We expect positive habits and behaviour to be shown by all members of our community.

At PAWS, we learn to flourish, reach our potential and enjoy fullness of life.

Recognising and praising positive behaviours and attitudes

We recognise and reward learners who go 'over and above' our standards. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships with all learners.

Behaviours we seek to encourage are praised through a range of recognitions which includes:

- non-verbal (e.g. smiles, thumbs up, etc.) and verbal praise;
- positive and constructive feedback on learning;
- House Points;
- recognition for pupils and classes who remain on Green on the 'Good to be Green' chart;
- receiving a 'Gold' card for exceptional behaviour choices.
- celebration certificates;
- positive postcards, letters, sharing on ClassDojo and phone calls home;
- public praise in our weekly Celebration Worship.

Individual Needs

We recognise that all children are individual with unique needs. All pupils will be supported to follow and uphold the school's behaviour policy and procedures. Staff will adopt a behaviour model of high expectations underpinned by high levels of support.

The needs of all pupils can best be considered in terms of a continuum and therefore support to adhere to behaviour expectations will be given based on that continuum. The school does not discriminate against pupils with SEND (see Equality Act 2010) and will make appropriate adaptations to enable all pupils (including those with SEND) to develop the skills of self-regulation, problem-solving and decision-making. When unsure, staff will seek support from the SENCo.

Out of school behaviours

The school will inform parents/carers and explore actions in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school.

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Good to be Green Charts

All classrooms use a consistent 'Good to be Green' approach supported by class charts.
All pupils start each session on 'Green' and will have a successful session by remaining on 'Green'.

Should a child's behaviour, especially linked to the school values, go 'above and beyond' the school's expectations they may be rewarded with a 'Gold' card and sticker. All adults around school and parents are encouraged to be proactive in offering praise to pupils who have met this 'Gold' standard.

Should a child's behaviour fall below expectations they will be given verbal reminders about what is acceptable. Further transgressions may lead to the child being given a 'Yellow' card. Teachers will monitor pupil's behaviour and look for signs of improvement which may result in the card being returned to 'Green'. Teachers will be alert to the potential for a child to 'yo-yo' between 'Green' and 'Yellow'.

Should a pupil on a 'Yellow' card's behaviour continue to fall below expectations they may be moved to a 'Red' card. If a teacher deems the behaviour transgression to be significant, they may move a pupil directly from a 'Green' to a 'Red' card.

All 'Red' cards should be logged using the school's behaviour managements software. Teachers should also be mindful of pupils repeatedly receiving a 'Yellow' card and log this if they have an ongoing concern.

With the exception of 'Gold' cards, charts are reset to 'Green' at the start of each session.

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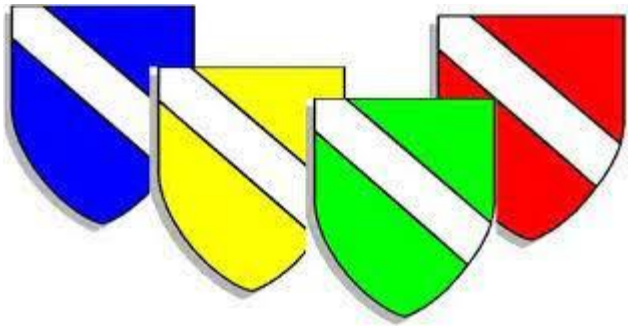
House Points

The school also promotes high standards of behaviour and attitudes to learning through a House Point system. Children may receive a House Point by any member of staff for demonstrating incidents of good behaviour; applying themselves well to their work or by achieving a goal or making effective progress in a range of areas.

All children belong to a House team: Romans (blue), Saxons (green), Vikings (yellow) or Normans (red).



Teachers and support staff in classes can provide children with coloured counters to go in the class jars. Lunch staff will provide children with a token which children can then exchange for a token when they return to class. All other staff can award House Points to children who can report this to their class teachers. A strong emphasis on the school value of 'honesty' is promoted.

Each week, individual classes will report on the House Points earned by pupils. The top House in each class will receive a score of 4, the second a score of 3 and so on. These will be collated and shared with the whole school community weekly. There will be three times throughout the year where the House Cup is won – at the end of the autumn, spring and summer terms.

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Recording Behaviour Concerns

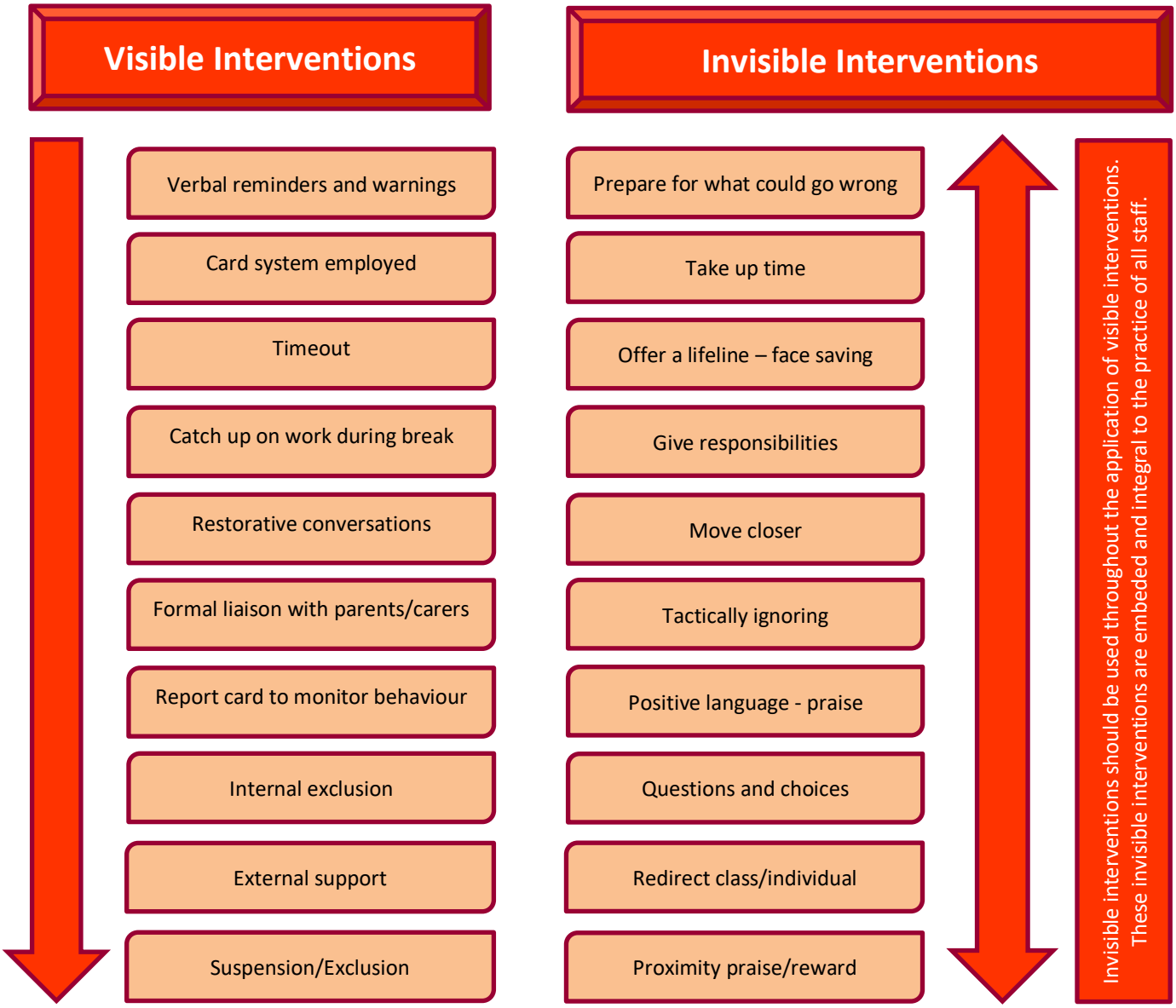
The school has a stepped approach to behaviour concerns. For behaviours that meet Level 2 or Level 3 below, these are logged on Arbor. Behaviours linked to child-on-child abuse, discriminatory language, school refusal and online safety concerns will be recorded as a safeguarding concern.

Senior Leaders monitor behaviour trends across the school and take appropriate action.

	Level 1	Level 2	Level 3
Behaviours	Unkind, e.g., name calling, leaving children out, taking something from another pupil	Repetition of Level 1 behaviours following action	Repetition of Level 2 behaviours following action
	Rough play/boisterous games	Physical aggression, e.g., hitting, kicking, fighting	Excessive physical aggression
	Going out of bounds	Swearing	Verbal abuse to an adult
	Overly noisy	Defiance - repeatedly ignoring adult instruction	Wilful damage to property
	Low level engagement in learning	Disrespect to staff	Stealing
	Incorrect uniform	Lying	
	Not engaging in home learning	Disrupting others' learning	Child-on child abuse including bullying, harmful sexualised behaviours
		Disrespect to school property and environment, e.g., damage, intentionally leaving a mess	Discriminatory language e.g., race, gender, religion, disability, homophobic language
		School refusal	Level 3 behaviours online
		Level 2 behaviours online	
Potential actions	• Reminders about school expectations linked to the values • Card system • Timeout • Restorative conversations • Whole class intervention	• Phone call to parents • Letter to parents • Pupil Voice • Work in partner class/shared area • Internal support • Restorative conversations • Whole class intervention	• Phone call to parents • Meeting with parents/carers • Pupil Voice • Pupil on monitoring report • Restorative conversations • Internal support • External support sought • Suspension • Exclusion • Whole class intervention

Visible and Invisible Intervention

It is the responsibility of all staff to manage behaviour concerns as the occur throughout the day. Early intervention is key to diffusing situations and preventing escalation. Staff should follow the formal system above consistently alongside applying less overt strategies.



If the same behaviour is displayed repeatedly or is severe then a support plan needs to be put in place involving the pupil, parents, teacher and senior leadership team.

Strategies will be bespoke to the individual.

A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others.

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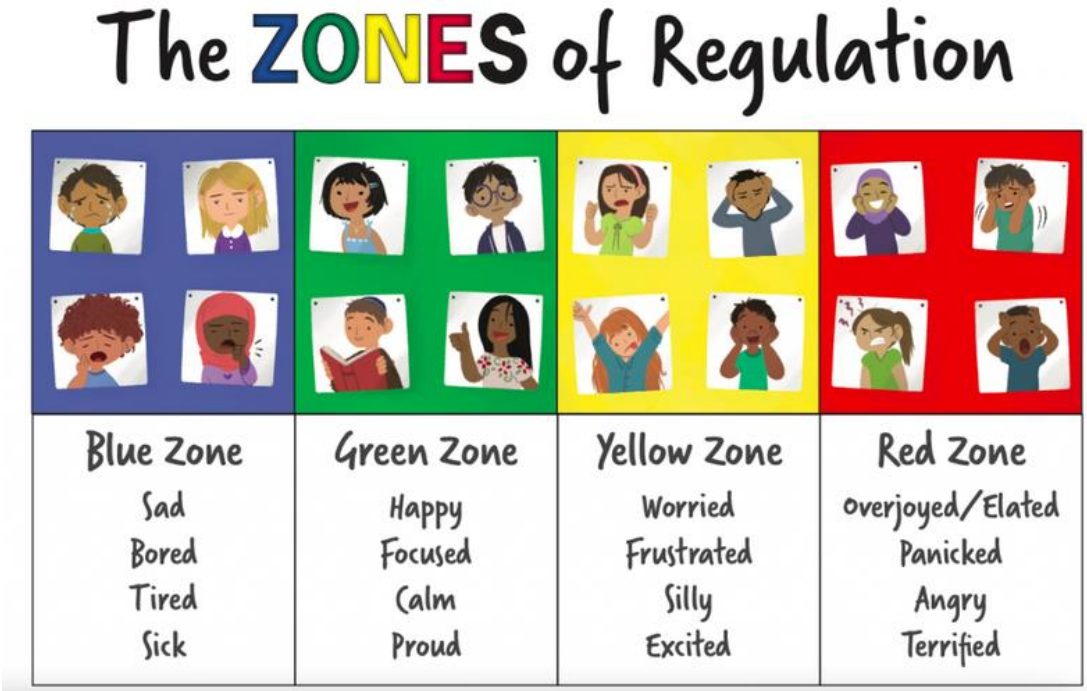
Zones of Regulation

At PAWS we use the Zones of Regulation approach to support children in understanding and managing their emotions, known as 'self-regulation'.

From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

At PAWS, we use the Zones of Regulation throughout the whole school. We want to teach **all** of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. In the classroom, sometimes children panic when faced with a tricky learning problem or challenge. By teaching them how to cope with these feelings, we might make them better at tackling learning challenges and build better resilience so they don't give up so easily when faced with difficulty.



Further information is available on the school website:
https://pevenseyschool.org.uk/Learning/Zones-of-Regulation/

Positive Handling / Physical Intervention

Staff at Pevensey and Westham CE Primary School are trained to look after pupils in their care. Staff have a duty of care to intervene in order to prevent pupils from hurting themselves or others. If a member of staff ever needs to intervene physically, they will follow the school's Positive Handling Policy.

The majority of pupils do not behave in an aggressive or unpredictable way; they attend our school in a way which is conducive to learning. For most incidents in school, our behaviour policy will be sufficient in managing children's behaviour. As a school we take all reasonable steps, through our policies and staff training programmes, to minimise the likelihood of restrictive physical intervention becoming necessary.

Linked Policies and Documents

Our behaviour policy supports the following policies and documents:

- Child Protection and Safeguarding policy
- Anti-bullying policy
- Staff Code of Conduct
- Home School Agreement
- Use of Restrictive Interventions policy
- Suspensions and Exclusions policy
- Attendance policy
- Teaching and Learning Policy
- Home Learning Policy