Preesall Fleetwood's Charity CE School Relationships and Behaviour Policy 2026/27

Our School Vision Statement

'You are the light of the world. A school built on a hill cannot be hidden.'
Matthew 5:14 (adapted)

We will do our best, be kind, share ourselves with our community and shine from our hill, out into the world. At Fleetwood's Charity, we create a happy caring environment based on Christian Values, where we value every child and encourage them to strive for their highest standards of achievement. We ensure that our young people go into the world as confident, independent, responsible citizens with a love for learning.
Our Vision Statement pays homage to our belief that there is something potentially wonderful in each individual, and that this is something to be proud of and share with others.

Agreed by Governors: September 2026

Policy Review date: September 2027

Relationships and Behaviour Policy

Introduction

Preesall Fleetwood's Charity School has a distinctive Christian ethos and our core Christian values shine through everything we do. We encourage pupils to exercise self-control through promoting good behaviour, raising morale and self-esteem and by operating a system of praise and reward.

Through school we support a culture where everyone feels valued and has a sense of belonging. We encourage the use of positive language; positive body language; the development of strong relationships and connections and a calm approach. We try to be nurturing and show empathy and compassion as well as forgiveness.

Our policy is based on a model of restorative practice which aims to understand and change behaviour for the better.

We strive for the highest standards of behaviour through having high expectations and explicit teaching and modelling of our school 'norms'. As a school, we recognise that the implementation of our Relationships and Behaviour Policy requires consistency and the active involvement and cooperation of each member of our school family: pupils, parents and carers, governors, teachers, non-teaching and welfare staff.

At Preesall Fleetwood's Charity we aim to:

- Provide a safe, nurturing and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent approach
- Explicitly teach the standard of behaviour we expect
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour and
- Use restorative approaches

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that all behaviour is a result of an unmet need
- Encourage greater understanding around the reasons for 'poor' behaviour choices
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome children at the start of the day (The class teacher should be at the door of their rooms at the start of each session whenever possible)
- Aim to use a calm approach keeping own emotions in check
- Take time to develop strong positive relationships with all pupils ensuring they feel valued

- Always pick up on children who are failing to meet expectations using a 'what should you be doing now?' approach to bring them back on task
- Always redirect children by referring to 'Be Kind, Be Respectful and Be Brave'
- Take the time to listen to pupils
- Model expected behaviours consistently
- Teach the expected behaviour norms (decided by school)
- Try to use a restorative approach to deal with incidents and resolve conflict

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Model the expected behaviours in their own practice
- Regularly celebrate staff and children whose efforts meet or go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers/staff in managing children with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Keep pupils 'busy' and on task from the moment they enter the classroom
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Demonstrate unconditional care, empathy and compassion
- Are organized and well- prepared for lessons
- Have a positive demeanor and use positive language

Children want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Listen to them
- Be just and fair
- Have a sense of humour
- Take an interest in them
- Show they care

Every child deserves a champion.

EYFS

In EYFS (nursery and reception) there is a strong emphasis on personal and social development. Staff will consistently model expected behaviours and language in the classroom; in the outdoor environment and in the areas of continuous provision. Some pupils come to school having little experience of socializing with other children or positive behaviour expectations from the home so it is essential that they are exposed to a positive behaviour model and taught how to behave in a kind and respectful manner towards others, through a restorative approach.

Staff will always be mindful that all behaviour is a form of communication, even in very young children and that clear expectations; positive relationships and a calm nurturing approach help children to feel safe.

Behaviour for Learning

Preesall Fleetwood's Charity School principles: 'Be Kind, Be Respectful and Be Brave'

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes' which we have adapted to match our core Christian values. Good behaviour is recognised sincerely rather than just rewarded. Where possible, children are praised publicly and remanded in private although we recognise that depending on the circumstances, this may not always be the case. We also use the key principles of Jason Bangbala and Mark Finnis based around creating strong relationships and using restorative practice.

The school has 3 simple rules **'Be Kind, Be Respectful and Be Brave'** which can be applied to any situation and are taught and modelled explicitly.

We have developed a positive culture through school where pupils and staff recognise that:

Everyone has the right to feel safe, cared for and happy.

Everyone has the right to be respected and we expect everyone to show respect to others.

Everyone has the ability to demonstrate kindness towards others.

All pupils in school sign a behaviour agreement at the start of the year which also includes expectations for behaviour outside at break times. This is referred back to and used to promote positive behaviour choices. Pupils are actively encouraged to live out our 3 school rules in all aspects of school life. Pupils are also encouraged to speak out if they feel worried or unsafe and systems are in place through school for pupils to share concerns. These include class/school council meetings, worry boxes in classrooms, use of peer mentors, having trusted adults that children can talk to.

We have devised a taught behaviour curriculum which includes the zones of regulation model to help pupils learn to manage their own behaviour and emotions. This includes stand-alone lessons as well as being fed through all aspects of the curriculum. Teachers will plan opportunities to embed behaviour for learning strategies through all lessons and will explicitly teach pupils how to be a 'successful learner'.

''When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.''

Paul Dix, Pivotal Education

We also understand that for some children following our behaviour expectations are beyond their developmental level or more difficult due to SEND needs or life experiences that may be linked to early childhood trauma. In this case, these children will have bespoke positive behaviour plans (IBPs) which include strategies to help them manage their emotions and access learning as well as rewards to reinforce positive behaviour. These may be developed with the support of outside agencies such as Stepping Stones outreach team or LCC behaviour consultants.

These plans will be developed by the class teacher with the child, supported by the Senco, and reviewed and adapted regularly to ensure they meet the needs of the child.

Our Rules	Visible Consistencies	Positive Behaviour Rewards
1. Be Kind 2. Be Respectful 3. Be Brave	1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Rewarding positive behaviour (especially the little things) 4. Picking up on children who are failing to meet expectations using the phrase 'What should you be doing now?' or reminding them of what they should be doing. 5. Teaching/modelling behaviour norms 6. Praising in public (PIP), Reminding in private (RIP) where possible 7. Use of consistent positive language/body language 8. Aim to keep emotions in check and try to maintain a calm manner 9. Using a restorative approach to manage incidents 10. Finding a quick solution	1. Recognition board in class (proud cloud) 2. Class Dojo points 3. Certificates in Celebration Assembly 4. Stickers 5. Phone call/text home 6. Verbal praise 7. Notes home 8. Work displayed on WOW wall 9. Class Rewards/Golden Time 10. Show work to another adult 11. Show work to HT 12. HT award

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact or hand on shoulder, deliver message	
1. ATTEMPT TO BRING BACK ON TASK	Sarah - What should you be doing now? Tom - Can I see you facing the front and writing your sentence? John - Have you completed that activity? Lucy - Is there anything you need help with? Sally – Are you alright? Rosie -
2. THINKING TIME	Non-verbal – give the child thinking time (chance to change behaviour) Positive action card - decided by teacher
3. REMINDER	I noticed you chose to …… (noticed behaviour) This is a REMINDER that we need to be (Kind, Respectful, Brave) You now have the chance to make a better choice Thank you for listening Example - 'I notice that you're shouting out. You are breaking our school rule of being respectful. Please put up your hand. Thank you for listening.'
4. WARNING	I noticed you chose to …… (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table / go to the quiet table etc ……) (learner's name), Do you remember when …… (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation

	Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being respectful. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'
5. TIME OUT	I noticed you chose to …… (noticed behaviour) You need to…….(Go to quiet area / Go to another table etc) Playground: You need to …….(Stand by other staff member/ me / Sit on the bench/ stand by the wall etc) I will speak to you in two minutes Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.' *DO NOT describe child's behaviour to other adult in front of the child*
6. FOLLOW UP – REPAIR & RESTORE	1. What happened? (Neutral, dispassionate language.) 2. What were you feeling at the time? 3. What have you felt since? 4. How did this make people feel? 5. Who has been affected? What should we do to put things right? How can we do things differently?
*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important. If a consequence is deemed necessary – it must be related to the incident and take place as soon as possible after the restorative conversation.	

Consequences:

Consequences *should*

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Consequences need to be in proportion to the action and also be related to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any consequence should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

IDENITIFY the behaviour we expect

Explicitly TEACH behaviour

MODEL the behaviour we expect

PRACTISE behaviour

NOTICE excellent behaviour

CREATE conditions for excellent behaviour

Language around Behaviour

At Preesall Fleetwood's Charity School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should aim to remain professional and calm as much as possible.

We also recognise that there are times when an adult may need to use a louder voice (authoritative teacher voice). This could be perceived as 'shouting' but would only be used when an adult needs to: stop a situation quickly; manage challenging or disruptive behaviour; make pupils aware of a potentially dangerous situation; get the attention of a group of pupils and other similar circumstances.

Conversations around managing behaviour should follow a script (see restorative conversation examples) and the behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.

Incidents are logged in the class file on Teams at the staff member's discretion or on CPOMS if of a serious nature.

BEHAVIOUR PATHWAY

Bring back on task

Thinking time card – non-verbal

Reminder

Warning

Time Out (if appropriate)

Follow up/Restorative Conversation

Consequence (if needed)

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Restorative Conversation then discuss this with the AHT or HT.

For more Extreme Behaviours (the order of action taken may vary depending on the circumstances)

Sent to SLT/HT

Parents phoned

Parents called to school

Isolation

Suspension (fixed term)

Exclusion

Extreme behaviour in our school is defined as any type of verbal or physical abuse which includes: threatening behaviour, physical or sexual violence, any type of bullying, sexual harassment and extreme swearing.

Some children exhibit particular behaviours based on early childhood experiences and family circumstances or due to a special educational need. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilled staff to build relationships with each individual child.

These children will have bespoke Behaviour Plans (IBPs) that can be found in *Appendix A*.

Strategies for managing extreme behaviour incidents can include: using methods of self-regulation specific to the individual child; distraction techniques; engaging in activities which meet sensory needs; calming strategies; use of regulation areas; time out (outside activities) plus others as identified in the IBP.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe.

This will only be used as last resort, following current DFE guidelines and by trained staff only. *Appendix B.*

Previously trained Team Teach staff are:

Michelle Potter, Ian Nicholls, Jenny Pollard, Claire Brakewell, Jane Lewis (training to be renewed in 25/26)

Consequences for episodes of extreme behaviour will be decided on an individual basis dependent on the circumstances and specific needs of the child but may include fixed term suspension in some cases.

In all episodes of extreme behaviour, it is important to make sure all other pupils are safe which may mean removing a class to a safe area.

The school will record all serious behaviour incidents on CPOMS and each individual case will be reviewed by the Head Teacher and Senco.

Suspensions will occur following extreme incidents at the discretion of the HT. A fixed-term suspension will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- The child is not safe to be in school
- The behaviour of the child is threatening the safety of others in school
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a period of time in isolation with a member of the staff or member of SLT.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

In the event of repeated episodes of extreme behaviour, we will take advice from professionals including the LCC SEND/Inclusion Team and Stepping Stones.

Child on Child Abuse:

Child on child abuse refers to abuse that occurs between children of any age under the age of 18. It can include bullying (including cyber-bullying) abuse within intimate relationships; physical abuse e.g. kicking, hitting, biting, shaking etc); sexual violence (rape, assault by penetration and sexual assault); sexual harassment (on-line or in person); consensual/non-consensual sharing of nudes; up-skirting; initiation/hazing violence and rituals.

Incidents of child on child abuse must be recorded on CPOMS. The DSL must be informed immediately and further action will be taken. This could be speaking to parents, liaising with outside agencies for support (for the victim and the perpetrator), reporting to the police, reporting to Children's Social Care (in the case of serious incidents).

See Child Protection and Safeguarding Policy and KCSIE 2024 for more information.

Physical Attacks on Adults

At Preesall Fleetwood's Charity School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our *Physical Intervention* and *Use of Reasonable Force Policy* and should call for support if needed. Only staff who have been trained in physical restraint (Team Teach) should restrain a child. Staff who are on duty outside will have access to a Walkie Talkie to call for help if needed.

All staff should report incidents directly to the Headteacher or SENCO and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Suspension will only happen once we have explored several options and have created a plan around a child.

Permanent Exclusion or Out Of School Transfer

Permanent exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Extra-Curricular Clubs including Wrap-a-round Care

The same behaviour expectations apply in any extra-curricular clubs (including those run by outside agencies) as well as in Breakfast Club and After School Club.

Staff running these clubs will follow the same procedures as they would during the school day. If a child does not respond to the warnings to change the behaviour they are presenting, the parent will be informed at the end of the session. There will then be the opportunity for a restorative conversation with the adult running the club and a chance to change the behaviour.

Repeated challenging behaviour in any extra-curricular clubs or wrap-around care clubs will result in the child not being able to attend. This decision may be reviewed at the start of a new term.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The reasons for the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil; child on child abuse or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Application

This Behaviour Policy is for all of our school family. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.

Linked policies

- Child Protection and Safeguarding
- Anti-bullying
- Attendance
- Child on Child Abuse (child friendly version)
- Anti-Bullying (child friendly version)
- Online Safety

Agreed : September 2026

Approved by Governors: September 2026

Date of Review: September 2027

Appendix A - POSITIVE HANDLING PLAN

Child's Name:	Date of Plan:	Review Date:
What does the behaviour look like?		
Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours
What are common triggers?		

De-escalation skills			
Skill	try	avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Controlled choices			
Humour/Distraction			
Logical consequences			
Planned ignoring			
Time-out			
Removing audience			
Transfer adult			
Success reminded			
Supportive touch			
Listening			
Others			
Diversions and distractions			

Any medical conditions to be taken into account before using Physical interventions?

De-escalation skills

~~Intermediate~~	~~try~~	~~avoid~~	~~Notes~~
Friendly escort			
Caring C Guide			
Single elbow			
Double elbow			
Other			

Who has been informed/Where has the incident been recorded?

Stage 4 Follow Up (Only after Stage 3 Crisis Behaviour). Ensure a SERIOUS INCIDENT REPORT has been completed.

Teacher:	
Parent/Carer:	
Student:	
Educational Psychologist:	
Social Service (if applicable):	
Headteacher:	

Appendix B - PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

Key Points

1. Definitions

Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to

Prevent pupils from hurting themselves or others, damaging property, or causing disorder

'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent

violence or injury

'Reasonable in the circumstances' means using no more force than is needed

'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm

out of a classroom

'Restraint' means to hold back physically or to bring a pupil under control

2. The Legal Position

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying children on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil however should always ask these questions: is it reasonable? Is it necessary? Is it proportionate for the circumstances?

3. When can physical force be used?

Schools can use reasonable force to:

- Remove disruptive pupils if they have refused to follow repeated instructions to leave a room or situation
- Stop a pupil:
  - who disrupts a school event, trip or visit
  - leaving the classroom where this would risk their safety or disrupt others
  - from attacking someone
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.

The school will record all serious behaviour incidents on INTEGRIS and any restraints using a Serious Incident Report (SIR form) in the green behaviour log, which is locked in the filing cabinet in the HT office.