



Behaviour and Relationships Policy

Ambitious, Resilient and Kind

Policy author: Anne Higginbotham – Headteacher

Date: September 2026

Review Date: September 2027

Ratified by:

On behalf of: The Palmer Academy Local Governing Body

Vision Statement

At Palmer Primary Academy, we implement our policies through the school values. We are ambitious, resilient and kind.

We believe that positive relationships are the foundation of successful learning. We are committed to creating a safe, calm, respectful and inclusive environment where every child feels valued, supported and able to thrive.

Our approach is informed by the work of Paul Dix and is based on the principle that when adults demonstrate consistency, kindness and certainty, children feel secure and are more likely to make positive behavioural choices. Adult behaviour is therefore the cornerstone of our approach.

1. Core Principles

The Palmer Primary Academy behaviour culture is built upon:

1. Visible Consistency

All adults respond to behaviour in a consistent manner.

Children should experience predictable responses regardless of:

- Who is teaching them
- Where they are in school
- Their age or stage
- Past behaviour incidents

2. Visible Kindness

We build relationships through warmth, respect and genuine care.

Adults will:

- Greet pupils positively
- Notice effort and improvement
- Speak respectfully at all times
- Repair relationships following conflict

3. Certainty Over Severity

Consequences are certain, fair and proportionate.

Children should know:

- What is expected
- What will happen when expectations are not met
- That adults will follow through consistently

Research underpinning this approach emphasises **certainty of response** rather than escalating severity of punishment.

4. Deliberate Botheredness

Every child should feel noticed.

Adults will:

- Know pupils personally
- Celebrate success
- Recognise effort
- Invest time in relationships

5. Restore, Repair, Reconnect

Following a behaviour incident, relationships must be repaired.

Every child deserves a fresh start.

2. Our School Expectations

At Palmer Primary Academy our school expectations are centred around 3 core rules. Be **ready, respectful and safe**.

Ready

We are prepared to learn and make the most of every opportunity.

This means:

- Arriving on time and ready for the day
- Having the correct equipment and resources
- Listening carefully to instructions
- Following routines promptly

- Being focused and engaged in learning
- Trying our best even when learning is challenging
- Moving calmly around the school

Adults will:

- Teach and model routines explicitly
- Ensure children know what readiness looks like
- Praise pupils who are prepared and engaged
- Support children who need help to become ready for learning

Respectful

We treat ourselves, others and our environment with care and consideration.

This means:

- Using kind and polite language
- Listening when others are speaking
- Valuing different opinions and experiences
- Looking after school property and resources
- Taking pride in our appearance and work
- Working cooperatively with others
- Showing good manners at all times

Adults will:

- Speak respectfully to all pupils and colleagues
- Model positive relationships
- Teach children how to disagree respectfully
- Celebrate kindness, empathy and teamwork

Safe

We make choices that keep ourselves and others physically and emotionally safe.

This means:

- Walking calmly around school
- Keeping hands, feet and objects to ourselves
- Using equipment appropriately
- Following adult instructions first time
- Reporting worries or concerns to trusted adults
- Being responsible online
- Helping to create a calm and positive learning environment

Adults will:

- Maintain safe and predictable environments
- Teach safe routines and expectations
- Respond quickly to unsafe behaviour
- Help children understand the impact of their actions

3. Behaviour Curriculum

Teaching Positive Behaviour

At Palmer Primary Academy, we believe that behaviour is a curriculum that must be taught, practised, modelled and reinforced. We recognise that children are not born knowing how to behave in different situations and that positive behaviour should be explicitly taught in the same way as any other area of learning.

Our Behaviour Curriculum clearly defines the routines, habits and behaviours that enable pupils to be successful members of our school community.

Pupils will be explicitly taught what it means to be:

- Ready
- Respectful
- Safe

These expectations will be revisited throughout the year and following holidays, transitions and significant events.

What We Teach

The Behaviour Curriculum includes direct teaching of:

Learning Behaviours through Palmer Powers

- Resilience and perseverance (Resilient Rhea)
- Working independently (Independent Idris)
- Working collaboratively (Collaborative Chris and Kristina)
- Demonstrating an enquiring Mind (Enquiring Emmanuel)

- Managing Distractions and Staying Focussed (Focus Fabio)
- Taking Responsibility (Responsible Rosa)

Classroom Routines

- Entering and leaving the classroom silently and sensibly.
- Lining up silently and sensibly.
- Calm transitioning between activities
- Sensibly collecting and returning resources
- Scaffolded and focussed partner discussion routines
- Responding to adult signals
- Requesting support.

Social Behaviours

- Good manners
- Taking turns
- Resolving disagreements
- Showing empathy
- Respecting differences
- Inclusive play
- Welcoming others

Wider School Routines

- Moving around the building silently and sensibly.
- Playtime expectations including lining up.
- Lunchtime expectations including lining up.
- Assembly behaviour
- Representing the school on educational visits or events.
- Online safety and conduct

Teaching Approaches

Adults will support the Behaviour Curriculum through:

- Explicit instruction
- Modelling
- Guided practice
- Positive reinforcement
- Re-teaching when required
- Restorative conversations
- Consistent routines

Adults understand that children may need repeated opportunities to practise and master expected behaviours.

4. Adult Behaviour Expectations

Adults will:

Meet and Greet

- Welcome pupils positively every day
- Use names
- Smile and acknowledge each child

Use Calm Adult Behaviour

Adults will:

- Remain calm
- Avoid confrontation
- Avoid shouting whenever possible
- Treat pupils with dignity and respect
- Give take-up time to allow time for pupils to process instructions.

Follow Up Every Time

Adults will:

- Address behaviour consistently.

- Follow agreed systems.
- Repair relationships after incidents.
- Resolve incidents promptly.

5. Recognition of Positive Behaviour

We recognise positive behaviour frequently and sincerely.

Strategies include:

- Specific verbal praise
- Recognition boards
- Class rewards
- Headteacher recognition
- Certificates
- Positive phone calls home
- Postcards home

Adults focus on noticing the positive more frequently than correcting the negative.

Examples:

- ✓ "Thank you for showing respect by listening."
- ✓ "I noticed the way you helped your partner."
- ✓ "You were ready to learn straight away. Excellent."

6. Behaviour Response Framework

Stage 1: Gentle Reminder

A quiet reminder of the expectation.

Example:

"Remember, at Palmer we listen when others are speaking."

"Thank you for showing me Ready behaviour."

Stage 2: Clear Direction

A clear instruction and choice.

Example:

"I need you to begin your work now."

"You have a choice. Start your learning now or you will need to complete it at break time."

Walk away and allow take-up time.

Stage 3: Last Opportunity

Private conversation where possible.

Example:

"I have already reminded you of our expectations. This is your final opportunity to make a positive choice."

Allow take-up time before returning.

Stage 4: Consequence

A proportionate consequence is applied.

Possible consequences:

- Reflection time
- Loss of free-choice time
- Restorative conversation
- Supported reflection
- Meeting with team leader
- Parent communication

Consequences are delivered calmly and respectfully.

7. Universal Behaviour Scripts

Script 1: Redirecting Behaviour

"I noticed that you are talking while I am speaking.

Our expectation is that everyone listens.

Thank you."

Walk away and allow take-up time.

Script 2: Repeating an Instruction

"I understand.

Right now I need you to follow the instruction.

Thank you."

Script 3: When a Child Argues

"I am going to listen to what you have to say.

Right now I need you to follow the instruction first.

We can talk afterwards."

Script 4: Refusal to Follow Instructions

"You have a choice.

You can choose to follow the instruction now, or you will need to complete it during break time.

You decide."

Script 5: Corridor Conversation

"I've noticed that you seem upset.

Is everything okay?

How can I help you get back to learning?"

Script 6: Emotional Escalation

"I can see you're finding this difficult.

I'm here to help.

Let's take a moment and talk when you're ready."

Script 7: Resetting After an Incident

"Yesterday is finished.

Today is a fresh start.

I'm pleased to see you."

8. Restorative Conversations

After behaviour incidents, adults will facilitate restorative discussions.

Key questions:

What happened?

What were you thinking at the time?

Who has been affected?

What can you do to repair the situation?

What will you do differently next time?

The focus is learning and repairing relationships rather than blame.

9. Supporting Children with Additional Needs

Palmer Primary Academy recognises that behaviour is communication.

Some pupils may require:

- Individual behaviour plans
- Emotional and Social coaching
- Safe spaces
- Alternative regulation strategies
- Additional pastoral support
- SEND support plans and interventions

Reasonable adjustments will be made where appropriate.

10. Roles and Responsibilities

All Staff

- Model expected behaviours
- Use agreed scripts
- Follow procedures consistently
- Build positive relationships with pupils

Senior Leaders

- Model effective practice
- Support staff consistently
- Monitor implementation
- Facilitate professional development

Parents and Carers

- Support school expectations
- Work collaboratively with staff
- Communicate concerns promptly

11. Attendance and Punctuality

Our Commitment

At Palmer Primary Academy, we believe that excellent attendance and punctuality are essential foundations for learning, achievement and wellbeing.

Being present, on time and ready to learn is a key part of our school expectation to be **Ready**.

We expect every child to attend school regularly and punctually unless they are genuinely unable to do so due to illness or exceptional circumstances.

Promoting Good Attendance

We will:

- Promote a culture where attendance matters
- Celebrate good attendance and improvement
- Monitor attendance regularly
- Identify patterns of absence quickly
- Work in partnership with families
- Provide support where attendance concerns arise

Supporting Families

Where attendance falls below expected levels, we will seek to understand the reasons and work collaboratively with families to remove barriers.

Support may include:

- Meetings with parents or carers
- Pastoral support
- Early Help referrals
- Attendance action plans
- Multi-agency support where appropriate

Our approach balances challenge with support and seeks to ensure that every child receives the education they deserve.

12. Bullying Prevention

Palmer Primary Academy does not tolerate:

- Bullying
- Racism

- Sexism
- Homophobic, biphobic or transphobic abuse
- Disability discrimination
- Prejudice-based bullying

All incidents will be investigated promptly, recorded appropriately and addressed through restorative and disciplinary processes following the school's anti-bullying policy.

13. Recording and Monitoring Behaviour

Recording Incidents

Consistent recording enables us to identify patterns, provide support and evaluate the effectiveness of our behaviour systems.

Staff will record significant or repeated incidents using CPOMs.

Examples of incidents that should be recorded include:

- Repeated disruptive behaviour
- Refusal to complete learning or follow instructions
- Bullying concerns
- Physical aggression
- Racist incidents
- Discriminatory language
- Homophobic, biphobic or transphobic incidents
- Damage to property
- Safeguarding concerns (see Safeguarding Policy)

Minor classroom issues dealt with successfully through reminders and redirection do not usually require formal recording.

Monitoring Behaviour

Senior leaders will regularly review behaviour information to identify:

- Behaviour incidents
- Suspensions and exclusions
- Attendance and punctuality
- Bullying incidents
- Behaviour trends
- Individual pupil needs
- Class and year group patterns

- Vulnerable groups requiring support
- Equality and inclusion considerations
- Effectiveness of interventions

The school will use this information to improve provision and ensure that support is targeted appropriately.

Fresh Start Principle

In line with the values of Palmer Primary Academy, behaviour records are used to inform support and intervention, not to label children.

While incidents are recorded and monitored, every pupil is given opportunities to repair, restore and move forward positively.

Every child deserves the chance to learn from mistakes, rebuild relationships and make a fresh start.

Policy Statement

At Palmer Primary Academy, we believe that every interaction shapes behaviour. We will respond with consistency, kindness and certainty. We understand that children learn best in environments where adults model the behaviours they seek. Through strong relationships, clear boundaries and restorative practice, we will ensure that every child feels safe, valued and successful.

The effectiveness of this policy will be reviewed annually through:

- Behaviour data
- Pupil voice
- Staff feedback
- Parent feedback
- Attendance and exclusion analysis

This Policy is linked to:

- Safeguarding Policy
- Anti-Bullying Policy
- SEND Policy
- Attendance Policy
- Exclusions and Suspensions Procedures

