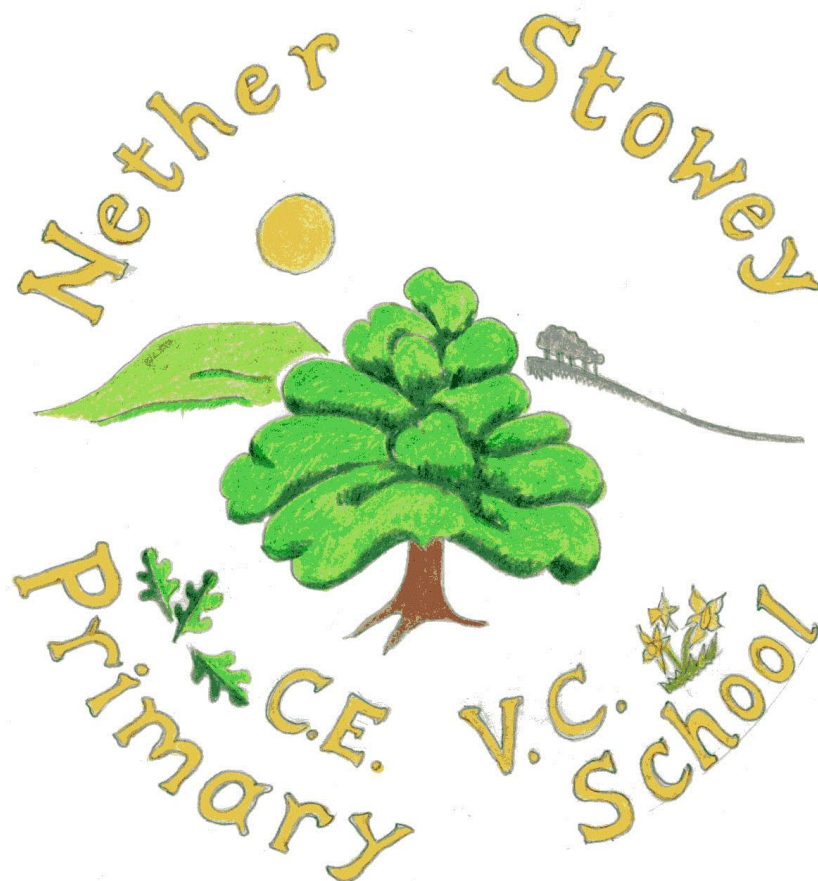




Positive Relationships and Behaviour Policy 2026-27

Approved on behalf on the Governing Body:

(Chair of Governors)

Approved on behalf on the School:

(Head Teacher)

September 2026

Review date: September 2027

Our vision



Nether Stowey Church of England Primary School

inspires a love of learning in all of us with

Christian values at our heart.

**Our school community is a safe, caring friendly place where
everyone is welcome.**

**We give all children and staff the opportunity and encouragement
to aim high and develop their strengths and interests.**

**We strive to understand, respect and value each other, our school,
our community and the world we live in.**

Nether Stowey Church of England Primary School values are:

Thankfulness, Fellowship, Endurance, Peace, Trust & Charity

We are caring. We are active. We are our best

Principles, aims ethos and values

We believe that children learn best in a happy, safe and caring environment and that it is the responsibility of all staff, pupils, parents and governors to promote this. Every child is important and everyone has the right to feel safe at all times. Nether Stowey CE VC Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This is fundamental to our vision: We are Caring, We are Active, We are our Best. In school we have 3 simple rules which are:

Be Ready, Be Respectful and Be Safe

These can be applied to a variety of situations and are taught and modelled explicitly.

In basic practice this means that:

Ready: We are ready to listen, ready to learn, ready for new challenges. We show each other how we are ready everyday.

Respectful: We are respectful to everyone we meet in school. We use kind words and welcome everyone. We listen to other's opinions and share ours in a safe way. We look after property.

Safe: We are safe and keep each other safe. We have kind hands, feet and words. We think about where we are and make smart choices with our actions. Being safe is both on and offline.

Objectives

- To promote good behaviour and relationships;
- To promote self-esteem, self-discipline, equality, proper regard for authority and positive relationships based on mutual respect;
- To ensure fairness of treatment for all irrespective of race, religion, gender, sexuality or disability;
- To encourage consistency of response to both positive and negative behaviour;
- To promote early intervention and to involve outside agencies where appropriate;
- To provide a safe environment free from disruption, violence, bullying and any form of harassment, and to promote such values in the wider community – See Appendix 1 for the Anti-Bullying Statement;
- To encourage a positive relationship with parents/carers;
- To provide opportunities for pupils to contribute to the evaluation and review of the Positive Relationships and Behaviour Policy of the school, which is essential for a positive learning environment.

Behaviour Principles

Good behaviour and self-discipline are fundamental in creating the right atmosphere for learning to take place. The most effective way of encouraging good behaviour is to develop positive relationships between staff and children. The Governors expect any policy or action to be in accordance with their responsibility under equality legislation. Under the Equalities Act we have to ensure we do not discriminate against any pupil: this may mean our supportive action may look different for a child with additional needs. It is important to consider all children individual and be mindful of their different needs and backgrounds (SEND, trauma based). A full copy of our Behaviour Principles can be found on the school website.

- **Right to feel safe at all times:** All young people and staff have the right to feel safe at all times whilst in school. There should be mutual respect between staff and pupils; pupils and their peers; staff and their colleagues; staff and parents or other visitors to the school.
- **High standards of behaviour:** The Governors strongly believe that high standards of behaviour lie at the heart of a successful school. Such expected behaviour will enable all children to make the best possible progress in all aspects of their school life and work, and all staff to be able to teach and promote good learning without interruption. The Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of children outside school in encouraging them to become good members of the wider community.
- **Christian Ethos:** Nether Stowey is a Voluntary Controlled school in within the Diocese of Bath and Wells and has close links with St Mary Church. Our behaviour principles are rooted in Christian values, such as charity, thankfulness and peace. Our daily acts of worship are centred around half-termly themes based on the Church of England's Values. We teach our children to love each other and God's creation, and follow the example that Jesus taught us, and to do unto others as you would want them to do unto you.
- **Rewards and Recognition:** Positive behaviour should be recognised and celebrated. Rewards should support self-esteem, belonging and personal development while ensuring that no pupil is disadvantaged as a result of SEND, disability, vulnerability or protected characteristics. Children should have regular opportunities to experience success and recognition.
- **Inclusivity and Equality:** Nether Stowey CE VC Primary School is an inclusive school. All members of the school community should be free from discrimination of any description.
- **Consequences and Restorative Practice:** The Governing Body expects consequences for poor behaviour to be fair, proportionate, reasonable and consistently applied. Consequences should always seek to support learning, self-regulation and positive behaviour change.
- **Safeguarding and Vulnerability:** The Governing Body recognises that behaviour can sometimes be an indicator of unmet need, trauma, emotional wellbeing concerns or safeguarding risk.

- **Suspensions and Exclusions:** Suspensions and permanent exclusions should only be used as a last resort and in accordance with statutory guidance. Before such action is taken, the school should consider appropriate support, interventions and reasonable adjustments. Decisions should be lawful, fair, proportionate and focused on maintaining the safety and welfare of all members of the school community.
- **Use of Reasonable Force:** School staff have a legal power to use reasonable force in specific circumstances to prevent injury, serious disruption, damage to property or criminal offences. Any use of reasonable force must be reasonable, proportionate, necessary and recorded in accordance with statutory guidance and school procedures.

Positive Behaviour Management

Relationships are key to our caring community, whose values are built on mutual trust and respect. This policy is designed to support the way in which the members of the school can live and work together in a supportive way. We believe good behaviour can be explicitly taught and we teach children to make the right choices with their behaviour, like we teach other areas of the curriculum. We do this through a positive relationships approach, underpinned by restorative justice principles and practices – See Appendix 2.

We use positive incentives to help children understand their actions have consequences (both positive and negative) and where necessary we apply consistent consequences to support children in making positive choices. We understand the need of each child and respond accordingly and consistently to their individual needs.

We actively and explicitly ‘teach’ appropriate behaviour in all situations. This is modelled to the children at all times by the way adults interact with children and with each other. We never use harsh criticism or consequences which are psychologically or physically harmful. We aim to be calm and consistent at all times in our dealing with children, this fits with the calm, quiet and productive working environment we aim to foster. We believe it is important for adults in the school to be visibly consistent and calm, to be in control of their emotions and to have clear expectations when dealing with behaviour.

Attitudes for Learning

The required Attitudes for Learning are simply stated as being ready to learn and require each pupil to take personal responsibility for their behaviour. Children will be supported in acquiring the required Attitudes for Learning as part of their spiritual, moral, social and cultural development which will be covered through the curriculum as well as in the values assemblies, lessons and our behaviour system, this becomes our behaviour curriculum

Being ready to learn means:

- Coming to school with a positive attitude;
- Arriving on time;
- Being properly equipped;
- Performing to the best of your ability;
- Wearing the correct school uniform;
- Being calm and attentive.

Taking personal responsibility for behaviour means:

- Respecting the right of others to learn; their opinions, personality, privacy and property;
- Following the Nether Stowey Primary School uniform policy;
- Moving around the school in a quiet and orderly manner, keeping to the left at all times in school corridors;
- Seeking support/guidance from an appropriate adult if needed;
- Caring for the environment in and around school;

- Behaving appropriately whilst in school uniform to uphold the school's outstanding reputation and status.

Staff Responsibilities

All staff are responsible for ensuring that the Positive Relationships and Behaviour Policy and the procedures contained within it, are applied consistently and fairly. It is the primary responsibility of all staff to manage the learning environment within their classrooms using the school's restorative justice framework and practices. All staff should recognise that children can abuse their peers (child on child), including online abuse. It is important that incidents of abuse and harm are treated in line with the Safeguarding Policy and in conjunction with the Positive Relationships and Behaviour Policy. All incidents are recorded factually on CPOMS.

Staff have responsibilities to:

- Speak and treat all pupils with respect;
- Help and encourage all pupils to achieve high standards;
- Provide a challenging, interesting and worthwhile curriculum;
- Create a safe and pleasant environment both physically and emotionally;
- Use positive and negative consequences clearly and consistently;
- Be a good role model;
- Form positive relationships with pupils and parents; knowing the children well
- Recognise and value the strengths of all children;
- Communicate effectively by using a variety of tones and voices

Parent/Carer Responsibilities

The behaviour of children both inside and out of school ultimately remains the responsibility of the parents/carers of the individual. Parents/carers should be aware that teachers have a statutory duty to act upon incidents witnessed by a member of staff or reported to the school that may put children at risk of harm, this includes when on and offline

Behaviour to and from school and on school trips

The school's normal disciplinary procedures apply to pupils travelling to and from the school premises in school uniform.

Playtimes and lunchtimes

To help keep procedures consistent for the children the same behaviour system operates both in class and on the playground.

Rewards

At Nether Stowey Church of England Primary School, we believe that every child has the right to feel valued, noticed and celebrated. Our approach to rewards is inclusive, equitable and rooted in our Christian vision of dignity, compassion and love for one another.

We recognise that children demonstrate success, effort and positive values in different ways, and that some pupils may require reasonable adjustments to ensure they can access recognition on an equal footing with their peers. Rewards are therefore designed to celebrate progress, effort, character, kindness and personal achievement, not just outcomes.

Our Principles for Inclusive Rewards

- Every child should experience being positively recognised and celebrated over time
- Rewards should never privilege only confidence, competitiveness or academic attainment
- Recognition should be meaningful, attainable and accessible to all pupils, including those with SEND, additional needs or vulnerabilities

- Celebration should promote belonging, self-esteem and motivation rather than comparison
- Positive behaviours linked to our school values are noticed across all contexts, not just the classroom

How We Ensure Inclusivity in Practice

To support inclusive celebration, staff:

- Use a wide range of reward types, including praise, certificates, verbal recognition, letters home and values awards
- Recognise effort, perseverance, improvement, kindness and positive attitudes, not only final outcomes
- Vary the focus of awards so different strengths are celebrated over time
- Make reasonable adjustments where needed so success is achievable (e.g. recognising small steps, personal targets or social achievements)
- Avoid systems that unintentionally exclude or disadvantage particular groups of pupils

Celebration Without Pressure or Comparison

We are mindful that not all children feel comfortable with public recognition. Where appropriate:

- Celebration can take place in small, supportive or private ways
- Children are never forced into public recognition that causes anxiety
- Positive feedback is specific, sincere and linked clearly to behaviour or values

Creating a Culture of Celebration

Through inclusive rewards, assemblies, values recognition and daily interactions, we aim to create a culture where:

- Every child feels seen and valued
- Success looks different for different children
- Positive behaviour and effort are consistently reinforced
- Children understand that celebration reflects who they are and how they treat others, not just what they achieve

This approach supports children's spiritual, moral, social and emotional development and reinforces our commitment to a school community where everyone belongs and everyone can shine.

Value Champions are nominated by members of staff for those children recognised for upholding and demonstrating positive behaviours linked to our school value each term. Parents are invited in to watch their child receive a certificate. The application of rewards needs to be consistent and fair and will be reviewed regularly at staff meetings and team meetings.

Sanctions

Sometimes it is necessary to discourage pupils from making poor behaviour choices and at Nether Stowey School we do this through a system of logical consequences or sanctions. It is very important that these are used fairly and consistently and with regard to the following underlying principles:

- Negative consequences should never be psychologically or physically harmful;
- Consequences should be presented as a choice;
- Reference to consequences should be in a matter of fact voice

- Pupils and parents should be informed of the tiered order of consequences and the recording system;
- If a sanction is used pupils should be able to start afresh as quickly as possible;
- It is always made clear that it is the behaviour that is the problem and not the child, this is more inclusive, especially if a child has SEND or has experienced historic trauma.

Consequences should be used in the following tiered order (always starting as low down the list as possible):

Reminder ➡ Warning ➡ Sanction ➡ Follow-up - Repair and Restore

Low Level Intervention Strategies

- Withdrawal of adult attention (e.g. deliberate ignoring of attention seeking behaviour);
- Eye contact – reinforcing ‘the look’ to indicate inappropriate behaviour is unacceptable;
- Non verbal clues, e.g. shake of the head;
- Verbal recognition of inappropriate behaviour;
- Warning;
- Playtime moved to a later point in the day, not during the whole school play
- Short, calm reflection time indoors
- Further continued behaviour – time in another class for a specified time and specific task (The sand-timer may be taken so the pupil knows when to return.), a change of face may be needed;
- To Deputy Headteacher or senior teacher;
- To Headteacher.

Where behaviour is giving cause for concern parents should be involved and will probably be invited in at the last two stages.

Use of Playtime

The school recognises the importance of playtime for children’s physical, emotional and social development. In line with guidance from educational psychologists, playtime and lunchtime are not withdrawn as a punishment, nor used as a threat to manage behaviour.

Where behaviour choices require a sanction, this will be achieved through restorative approaches, reflection, repair and proportionate consequences that do not remove a child’s right to play. This approach supports self-regulation, inclusion and positive behaviour change, particularly for younger pupils and those with additional needs.

Serious Incidents

In addition to tiered order of consequences there needs to be a severe clause to be invoked for the following:

- Persistent disruption of lesson, which prevents the learning of others;
- Swearing or rudeness to staff;
- Bullying, including homophobic bullying;
- Racist behaviour;
- Deliberate damage to property;
- Persistent refusal to co-operate with reasonable requests;
- Actual or threatened violence to pupils or staff;
- Sexual misconduct;
- Misogyny
- Supplying or use of illegal drugs;
- Carrying an offensive weapon.

In any of these instances, a senior member of staff should be involved and parents contacted. The incident should be recorded by the member of staff involved on CPOMS. A meeting will be held with the parents. Such behaviour is regarded very seriously and will not be tolerated at Nether Stowey Primary School. The consequences of these serious incidents could result in an internal isolation or exclusion from Nether Stowey Primary School for a fixed term or potentially permanent. The parents/carers of the pupil will then be required to attend a formal 'Way Forward' meeting with a senior member of staff and the class teacher during which the most appropriate support will be discussed/arranged.

Incidents of Extremely Inappropriate Behaviour and Suspensions/Permanent Exclusions

At Nether Stowey CE VC Primary School, suspensions /exclusions are used as a last resort and each case is treated on its merit and will be treated equally. The decision to exclude a student will only be taken in the following circumstances:

- In response to a serious breach of the school's Behaviour Policy
- In response to persistent breaches of the School Behaviour Policy, and when behaviour has not improved following in-school sanctions and interventions
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

This could take the form of internal seclusions where the child is segregated from their peers for a set period of time, but remains within the school premises. A child that is demonstrating extreme inappropriate or dangerous behaviour at lunchtimes may be subject to lunchtime exclusions whereby the parent / carer is required to withdraw the child from the school premises over the lunchtime period.

Pupils may also be educated off-site with alternative provision for a set period of time, depending on the severity or frequency of the behaviour. This action is taken with the agreement of the parents/carers. If there is disagreement between the school and parents/carers in relation to this action and parents/carers decide not to take their child to the alternative provision and decide to keep their child at home then this will be recorded as an unauthorised absence.

For more information on suspensions and exclusions, please refer to the LA Toolkit and [Guidance for Governors/Trustees Serving on Pupil Suspensions and Permanent Exclusion Panel and guidance from the DFE.](#)

The decision to suspend or exclude will be only made by the head teacher and only as a last resort.

Working with other Local Agencies

At times it may be appropriate for children and families to be referred to other local agencies to gain specialised support in improving their behaviour, social or emotional skills, or if factors such as housing, financial hardship or health are impacting on a child's behaviour and performance in school.

Referrals are discussed with parents to gain their informed consent and families work alongside the SENCO to secure appropriate support from other agencies. Referrals to the Multi Agency Support Hub will follow the process set out by Somerset County Council.

Use of Reasonable Force and other Physical Contact

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the 'Bound and Numbered Book' and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Respond to incidents of child-on-child abuse/harm.

All staff should recognise that children can abuse their peers (including online). It is important that incidents of abuse and harm are treated under safeguarding policy in conjunction with the Positive Relationships and Behaviour Policy. However, concerns regarding the welfare of learners requires process and records to be kept on the child's safeguarding/child protection file on CPOMS. It is recognised that child on child abuse can happen inside and outside of school or online.

At Nether Stowey C of E VC Primary School

- We have a 'zero tolerance' approach to abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter,' just having a laugh' or 'part of growing up.' Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.
- Even with a zero-tolerance approach, we take steps to educate and take action to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse.
- It is understood that child on child harm may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.
- Early identification of vulnerability to child-on-child harm is made by reviewing attendance, behaviour, attainment, and safeguarding records at least on a termly basis.

Confiscation of Inappropriate Items

What the law allows: There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school policy sets this out; and

2) The Head teacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for power to search for "prohibited items"

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item that may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item. With items, not to be handed to the police, schools can decide if they are to be held and returned to parents or disposed of. Where a suspected illegal substance is found, the item will be confiscated, sealed, and stored securely with a witness present. The school will not destroy illegal substances. The police will be contacted to advise on collection and disposal in line with locally agreed protocols. Each incident will be considered on a case-by-case basis, with safeguarding considerations at the forefront of decision-making. Parents/carers will be informed unless this would place the child at further risk

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our Child Protection and Safeguarding Policy for more information

Mobile Phones and Smart Technology

As many of our Year 5 and 6 children walk to and from school on their own, they may need to bring a mobile phone into school, but it must be handed into the class teacher on arrival. It will be stored securely in the teacher's cupboard, where it remains until the end of the school day. Any mobile phones/smart technology found in school bags or on a child's person will be confiscated and returned to the parents.

If a child requires their mobile phone for medical reasons, then this must be agreed with the head teacher and the child's parents/carers.

New guidance on mobile phones in school can be found in Appendix 3 of this policy.

Online Misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Training

The Local Governing Body will ensure that appropriate high-quality training on all aspects of behaviour management are provided to support the implementation of this policy.

Monitoring and Evaluation

The Headteacher is responsible for monitoring and evaluation of behaviour across the school. They must report to Governors termly through the Headteacher's Report analysing incidents of behaviour, including categories to ensure equality (SEND/Non-SEND).

The Positive Relationships and Behaviour Policy of Nether Stowey Primary School is evaluated and reviewed on an annual basis, and the whole policy and any amendments are agreed by the Education Committee and taken to Full Governing Body.

This policy has been co-produced by staff, governors and children. Guidance from the Department for Education has also been used and provides further clarity. [Behaviour in Schools](#).

Appendix 1

Anti-bullying Statement

We define bullying as all forms of physical aggression and verbal abuse. It is recognised that children can abuse their peers, including online abuse. It is important that incidents of abuse and harm are treated in line with the Safeguarding Policy and in conjunction with the Behaviour Policy.

Bullying is:

- deliberately hurtful
- sustained over a period of time
- difficult for victims to defend themselves against

Bullying can be:

- physical – hitting, kicking, taking belongings
- verbal – name calling, insulting, making offensive remarks
- indirect – spreading stories, exclusion from social groups

We aim, as a school, to promote a safe and secure environment for adults and children where all can work and learn without anxiety. Pupils should be encouraged not to suffer in silence. We aim to create a culture in which pupils feel safe and supported if they tell. All incidents of bullying should be reported as soon as possible to a member of staff. Pupils should be encouraged to tell someone if they think someone else is being bullied.

When bullying is reported the school will;

- speak to all those involved to establish the facts
- adopt a problem solving approach
- inform parents of victims and bullies
- follow up repeatedly, checking that bullying has not resumed
- ask for help from agencies such as the NSPCC or police if the problem is persistent or difficult to sort out

Bullying will be regularly addressed through assemblies and the circle time sessions in all classes.

Appendix 2

Restorative Justice Principles

- How we treat people in school
- Children need to feel they are treated fairly
- Based on modelling behaviours and what children experience
- Teaching sensitiveness, understanding and ways of behaving
- Development of social skills is paramount!
- Development depends on positive relationships in school – the heart of all learning!
- Talking through what could be done differently
- Changes the way a child thinks
- Helps children to understand how behaviour affects others

Appendix 3

Documents used to support writing the policy:

- [Restrictive interventions, including use of reasonable force, in schools](#)
- [Behaviour in Schools - Advice for headteachers and school staff](#)
- [Mobile phones in schools](#)
- [Searching, screening and confiscation in schools](#)
- Behaviour Principles
- SEND and Inclusion Policy