Priors Hall – a learning community

Positive Relationships Policy

2026 - 2027

'Ready for Learning, Ready for Life'

Curiosi
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Kindness

Reviewed: July 2026 Approved: July 2026

The Priors Hall restorative approach to behaviour and conflict

We are a community of emotionally reflective learners and our core values are founded in mutual respect, kindness and equality for all. Our school values are: Resilience, Kindness, Respect and Curiosity.

Our positive relationships policy outlines the way in which all members of our school can live and work together. We promote an environment where everyone feels supported, safe and secure and understands that they are an important and valuable part of our Priors Hall family.

At Priors Hall, we strive to educate children to reflect, understand, challenge and take ownership of their actions. We work on the principles that restorative approaches support children in their ability to understand and consider the impact of their behaviour and actions and to understand the feelings and emotions of others; during their time in school and as citizens in the wider community.

Our restorative approach

Encouraging accountability and ownership for repairing relationships

At Priors Hall, we understand that in order for challenging behaviour and conflict to be effectively resolved, children and young people require an opportunity to understand the impact that their behaviour has on others. We promote accountability for behaviour and actions, through listening, respectful boundaries and mutual understanding of how to promote healthy interaction, repair damaged relationships and move forward.

Empowering the child – peer mediation and adult intervention

As a staff team, we encourage children to take the first step in challenging difficult situations. We do this through encouragement and reassurance that it is important to communicate to someone that their actions or words towards them are unwanted and that they do not consent. This approach is taken to instill important lifelong skills for mediation and conflict resolution and promotes considered decision making for children as citizens of the wider

community. In the first instance, an adult will act as a mediator to ensure that all children have their voices heard. This mediation will involve adults using age appropriate language to model interactions and to encourage children to explain their point of view and work towards a resolution; reiterating and acting fairly on behalf of the children should they need support or affirmation.

The adult's role in conflict resolution

At Priors Hall, we believe that an apology without understanding, accountability and willingness to adapt is ineffective in working towards a collaborative resolution. Children who have displayed unacceptable behaviour should be encouraged by the adult to reflect on their actions, using the toolkit of questions provided. Through a restorative conversation, children, who are the recipient of undesired behavior, are encouraged to explain how the behaviour has made them feel. Adults will use carefully considered questions to enable children and young people to understand the impact of their behaviour. These conversations should be centred around reflection, accountability and rebuilding positive relationships:

- What happened?
- How did you feel at the time?
- How do you feel now?
- Who has been affected and how?
- How do you think that this has made them feel?
- What do you need to happen now?
- What should we do to put things right?
- What could you do differently in the future?

Behaviour for Equality – Roles and Responsibilities

As a community, we each have a crucial part to play in ensuring that our school is a respectful, inclusive and empowering place to be. All of our children understand

our school values; Curiosity, Kindness, Resilience and Respect. Children work collaboratively to discuss what the values look like in practice. **All children, staff and parents/carers must contribute positively to ensure that Priors Hall facilitates respect, kindness, responsibility and conflict resolution.**

THE ROLE OF A 'PRIORS HALL CHILD'…

- To let others get on with their learning
- To respect and care for others and our school environment
- To treat people how you would wish to be treated
- To be honest and truthful at all times
- To tell an adult if you see or hear about someone being treated unkindly

THE ROLE OF A 'PRIORS HALL ADULT':

- We respect every person, making time to listen to them carefully
- We provide an environment where children are safe and are able to learn
- We make rules and expectations clear to the children
- We model expected behaviour and set strong examples for interactions
- We celebrate all adults and children and respect and celebrate our diversity; regardless of gender, sexual orientation, religion, race, ethnicity or ability
- We promote equal opportunities and good relationships between all people
- We build positive relationships with children and families, based on trust and acceptance
- We praise behaviour that goes 'above and beyond' and reward this
- We are consistent and fair to all children

THE ROLE OF THE PARENT/CARER

- We respect all staff, children, parents and the school property
- We model respectful relationships and good citizenship
- We do not post about the school on social media
- We support school and our children in celebrating diversity and uniqueness

- We work hard to ensure that our children are punctual and have good attendance
- We ensure that school is informed about our children

The school reserves the right to take any necessary actions to ensure that members of the school community are kept physically and emotionally safe at all times during the school day.

Online Safety

Throughout the computing and PSHE curriculum, children are given the opportunity to understand how to interact positively with others and how to keep themselves safe online. This is reinforced through assemblies and anti-bullying awareness campaigns, which enhance the curriculum offer.

At Priors Hall, the same expectations of behaviour extend to interactions children have online. No form of discrimination, intimidation, prejudice or bullying will be tolerated. Staff, Senior Leaders, the Governing Body and children all have an awareness of what cyberbullying is and how they should deal with incidents. All incidents must be recorded on CPOMS so that they can be followed up by a member of the Safeguarding team, including incidents occurring outside of school.

To monitor safe and acceptable internet use:

- Pupils and carers will sign an Acceptable Use Agreement
- Rules for internet access and the acceptable use of devices will be posted in all classrooms
- Pupils are aware that internet use is monitored
- Pupils will be reminded of SMART Online Safety Rules regularly – especially when using the internet

A Graduated Approach

Exceeding Expectations **'Above and Beyond'**	House points **will** be awarded. House teams and individuals will win rewards at the end of every half term (house teams) and full term (individual) Good examples **will** be shared with the Senior Leadership Team	• Taking a leadership role in the classroom or across the school • Taking a significant step in your learning having shown outstanding resilience • Consistently demonstrating the school values and encouraging others to do the same. • Consistently supporting others and supporting the wellbeing of others.

	In recognition of your achievement you may be awarded 'Star of the Week' in our celebration assembly. Catch a habit – children may nominate other children they have witnessed demonstrating our values. Star of the term awards are given at the end of the Autumn, Spring and Summer terms by every teacher. Postcards are sent home to parents/carers each term celebrating achievements. These are nominated by class teachers 'star of the day' tickets are awarded each day with the child earning a ticket that goes into a prize draw at the end of every full term.	• Pre-meditated acts of kindness and responsible decision making.
Expected Behaviour **'How we do things'**	A house point may be awarded for consistently showing expected behaviour. All staff may contribute to this. House teams will win rewards at the end of each half term. Individual praise, positive attention and recognition.	• Displaying the school values consistently • Respect our environment by moving around the school calmly and quietly • Taking self-responsibility seriously • Self-regulation of behaviour and reporting to adults where necessary • Having an expectation of each other to resolve conflict when it occurs • Being open to listening to other points of view • Reciprocal relationships - developing and maintaining strong peer bonds • Reflecting, redrafting and growing your learning • Collaboration with others and being a supportive team member • Noticing other people's well-being and being proactive in the support you offer
Level 1	**You will** receive a verbal warning.	• Deliberately not listening or not following instructions

'Pause and Reflect'	**You may** be moved away from others. If behaviour repeats, **you will** miss an appropriate amount of break time and/or spend play time with an 'on-duty' adult or midday supervisor	• Distracting others or answering back • Calling out • Showing disrespect to people's property • Pushing in line • Making inappropriate noises • Drawing on property or throwing equipment • Refusing to attempt work or work with others
<u>Level 2</u> **Breaking our Code**	**You will:** be taken aside or out of class to be spoken to by a member of staff. **You will**: miss break and/or lunch time **You may:** spend time working in another class **You may:** have a reflection conversation with an Assistant Headteacher **The class teacher <u>will</u> contact your adult;** this may be in person or by telephone.	• Continuing to do what they had previously been warned about at level 1 • Swearing • Physical aggression • Personal insults • Leaving the classroom or playground without permission • Taking school equipment or that which belong to others without permission • Climbing on furniture or fittings or moving around school in an unsafe manner. • Throwing things or damaging property intentionally
<u>Level 3</u> **Unacceptable and Unsafe**	**You will:** be removed from the class/playground/lunch hall – SLT will be called. Your parent/carer **<u>will be</u>** contacted immediately and a meeting **<u>may</u>** be set up to discuss your behaviour. **You may** be removed from your lesson and remain with a member of SLT until your behaviour has been resolved and a plan formulated for moving forward with you and your parent/carer.. **You will** miss out on break and or lunch times until a resolution has occurred.	• Any continuation of level 1 or 2 behaviours • Leaving the classroom or playground without permission • Spitting, fighting or any physical violence • Repeated swearing or offensive language/gestures • Confrontational behaviour, and verbal threats to children or staff • Bullying • Prejudicial language or slurs that cause offence • Consistently showing level 2 behaviours or extreme examples of level 2 behaviour, such as those that cause harm or threaten to cause harm to others, or disrupt the learning or well-being of others

	You may, in severe cases, or following repeated incidents, receive a fixed term or permanent external suspension from school or be suspended from lunch times.	

Positive Praise/Rewards

'Catching them being good is not enough. If you want to dramatically shift the behaviour of your students then catch them when they are behaving over and above and mark it with positive recognition' Paul Dix

Children displaying 'above and beyond' behaviours will be rewarded with house points which will be recorded on individual ClassDojos. Parents will be able to track their child's house point total through the ClassDojo app and see what they have received house points for. The house points will be counted at the end of each term for individuals and half termly for house teams. The rewards will be as follows:

Individual rewards

Children will be given a token if they have received:

20 house points	Bronze token
35 house points	Silver token
50 house points	Gold token

Children will have the opportunity to exchange their tokens for rewards which will include toys, books and activities with staff members. At the end of each term, children will have the opportunity to 'cash in' their individual house point totals or continue them into a new term.

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Group rewards

Each week, house point totals will be counted and shared during Star of the Week assembly. The house team with the most house points at the end of the half term will receive a whole house team reward which may include additional break times or a non-uniform day.

Consequences – where additional interventions and approaches are required

Pupils consistently making the wrong choices and moving through the graduated responses may require an individualised approach to support the improvement of their behaviour. This may require an initial behaviour escalation meeting with parents. Further behaviour incidents may require implementation of a Positive Intervention Plan (PIP) following a 'Team around the Child' (TAC) meeting. TAC meetings will involve Assistant Headteachers, behaviour lead, class teacher, SENDCO (if necessary) and the headteacher (if necessary). The conversation will focus on what support strategies need to be in place for the child to be able to follow the school code of conduct. All strategies will be discussed with parents and PIPs will be signed once agreed to.

Suspensions

At Priors Hall, we believe that each child has the right to learn undisturbed by disruptive behaviour. Each teacher has the right to teach free from disruptive behaviour. Close cooperation between school and home is seen as developing the best environment in which each child can learn. Suspensions will be a last resort, after we have exhausted all other strategies detailed above to de-escalate any extreme behaviour.

The Procedure

The exclusion of a student is an extreme measure and is only decided by the Headteacher or in the absence of the Headteacher, the Assistant Headteachers. The Law of the United Kingdom allows a Headteacher to exclude a student for up to 45 school days in any one school year. Exclusions, whether fixed-term (usually 1-5 days but could be longer), or permanent, may be used where a student has displayed unacceptable conduct which infringes that which is deemed to be acceptable in school.A student will be suspended immediately if there is an immediate threat to the safety of others in the school.

Suspensions

It is expected that most suspensions will be of a short (1-5 days), fixed-term nature while strategies are put in place to ensure the safe reintegration of the child back into school. During a suspension of up to five days the school will set work for the student. From, and including the sixth day of the exclusion, Priors Hall will arrange full time education for the student. Children may also be suspended from lunch times if deemed appropriate – where parents/carers will be required to collect the child at the beginning of lunch time and return them ready for the afternoon.

A suspension may be extended or converted to a permanent exclusion. All suspensions are reported to the local authority and to the IFtL Trust.

Permanent exclusions

A decision to exclude a student permanently will only be taken in response to a serious breach, or persistent breaches, of the school's behaviour policy and if allowing the student to remain in the school would seriously harm the education or welfare of the student or others in the school. Prior to a permanent exclusion, a thorough investigation will precede the exclusion and, in the case of exclusion on the basis of persistent breaches of the behaviour policy it must be clearly shown that a range of strategies have been tried without sufficient success. In the case of a single serious breach of discipline the Headteacher may decide to exclude a student without having tried a range of strategies.

In every case, all the evidence is carefully assessed and collated. Records are kept of all exclusion proceedings. Children are allowed and encouraged to give their account of events. Staff investigate the causes of the incident fully. In all cases

where permanent exclusion is a possibility, the North Northamptonshire Council inclusion officer is contacted and a meeting arranged with a member of the Senior Leadership Team at the school. All exclusions are treated in the strictest confidence on a 'need to know' basis. Any student who is permanently excluded will not be removed from the school register until after any requested review has been completed, or the deadline for requesting a review of the decision to exclude has passed without a request being made.

Statutory guidance on factors that a Headteacher should take into account before taking the decision to exclude.

A decision to exclude a child permanently should only be taken:
- In response to a serious breach, or persistent breaches, or the school's behaviour policy; and

- Where allowing the children to remain in school would seriously harm the education or welfare of the child or others in the school.

The decision on whether to exclude is for a Headteacher to take. However, where practical, Headteachers should give children an opportunity to present their case before taking the decision to exclude. Whilst an exclusion may still be an appropriate sanction, Headteachers should take account of any contributing factors that are identified are an incident of poor behaviour has occurred. For example, where it comes to light that a child has suffered bereavement, has mental health issues or has been subject of bullying.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a child may have. Headteachers should also consider the use of a multi-agency assessment for children who demonstrate persistent disruptive behaviour. Such assessments may pick up unidentified special educational needs but the scope of the assessments could go further, for example, by seeking to identify mental health or family problems.

Where a child has received multiple exclusions or is approaching the legal limit of 45 school days of fixed exclusion in an academic year, Headteachers should

consider whether exclusion is providing an effective sanction.

Safeguarding Statement

Safeguarding is everybody's business. Priors Hall – a Learning Community has an unwavering commitment to safeguarding to ensure that: all our children and young people are safe and feel safe; that children, parents/carers and staff are able to talk about any safeguarding concerns and feel assured that they will be listened to; and that all staff and volunteers are aware of and implement safeguarding procedures and guidance, including what to do if they suspect a child or young person may be experiencing, or be at risk of harm. In essence, we instil a culture of vigilance.

All concerns should be given to our school
Designated Safeguarding Leads: **Jenny Forshaw (DSL) Jacqueline White (Assistant Headteacher and DDSL), Tess McQuade (Headteacher and DDSL), Justin Pye (Assistant Head and DSO), Charlotte Brazier (Assistant Head and DSO), Alex Crawford (Nursery Lead Teacher and DSO), Lucy Nisbet (SENDCo and DSO) and Calla Haycock-Hall (Pastoral Lead and DSO).**

- In any case where an adult is concerned that a child is, or may be, at risk of significant harm they must report this immediately to the DSL or to a member of the Safeguarding Team who will make a referral directly to Northamptonshire Multi-Agency Safeguarding Hub (MASH) on **0300 126 7000**.
- If a child or other person is at immediate risk of harm, the first response should always be to call the police on **999.** This policy applies to all adults,

including volunteers, working in or on behalf of Priors Hall – a Learning Community.

- If a concern is in relation to a member of staff at Priors Hall (who is not the Headteacher), please contact Tess McQuade on **01536 216090** to report this concern.
- If a concern is in relation to the Headteacher, please contact the Chair of Governors (Matt Miller) via email on SBoak@IFTL.co.uk or IFTL Safeguarding Lead (Kim Kemp) via email on KKemp@iftl.co.uk