

Positive Relationships and Behaviour Policy

September 2026



Why a new behaviour policy?

Why a new set of rules/values?

- The previous school values were around 10 years old – were they still relevant in 2026?
- Very few pupils (and staff!) could recall all 10, too many to really embed and focus on
- Behaviour Policy was not consistently applied around the school and lacked clarity
- In too many pockets, a lack of positive behaviour was impacting learning



Priority Pentagon



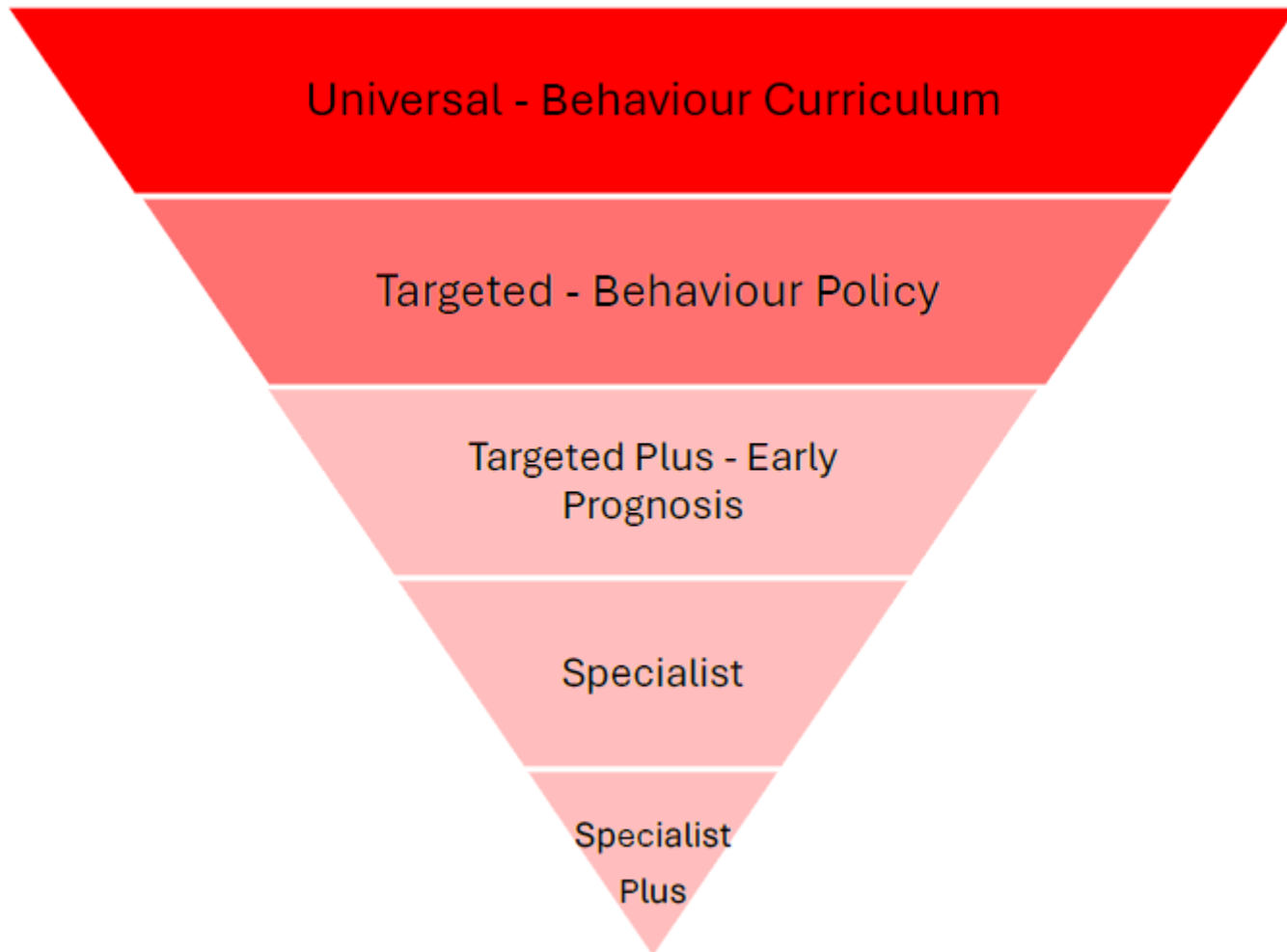
Positive Relationships & Behaviour Policy

“Priory Junior School is committed to creating an environment where positive behaviour promotes successful 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.

Our behaviour policy guides staff to teach self-regulation and self-motivation, not blind compliance. It echoes our core values and highlights the importance of building supportive relationships, with a heavy emphasis on being safe, being kind, being ready, being curious and being ambitious.”



Graduated response to behaviour



Behaviour Curriculum Example

Silent Steps and Calm Spaces

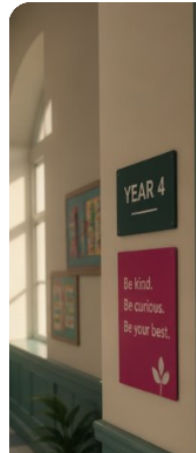
Respecting Learning

Transitions work best when completed in **total silence**. Voices echo quickly across hard surfaces.



Remember

Other classes are concentrating hard on reading and maths. Quiet movement shows kindness and respect.



Practising Our Line Routine

Follow these four steps whenever our class lines up to move to school:



Behaviour Policy

The policy details two distinctive areas: desirable and undesirable behaviours.

For each area, there are recommendations for which stage it comes under (and therefore which person), examples of the observed behaviour and then potential responses.



Behaviour Policy

Desirable behaviours – these are behaviours that promote positive learning. These are recognised and celebrated. We also have introduced more thorough tracking and monitoring of this, this year to ensure that all staff are applying rewards more consistently.

	Desirable behaviours	Response
Stage 1 Teachers Teaching Assistants Play Team	Engaging in lessons Demonstrating school rules and values Completing work to a good standard Collaborating well with others Being respectful to peers and adults Looking after the school environment Helping friends and classmates during break and lunchtime	Non-verbal gestures EG. Thumbs up, nod Verbal praise Merits Achievement Awards Positive phone calls to parent/carer Sharing work with another adult in school Sharing work in assembly Priory Postcard Play Team Praise note given to class teacher
Stage 2 Teachers Unit Leader SENCO	Consistent application of stage 1 Completing work to a very high standard Challenging self to achieve in a task that would normally be more difficult Commitment to further improve the school environment EG. Offering to litter pick Helping other children who are outside of 'regular' friendship groups Completing additional/different homework to supplement learning Significant assistance with tidying up at	Positive phone call from a member of the Senior Leadership Team Invited to attend a Termly Tea Party with Unit Leaders and/or SENCO Ticket to eat lunch early with a friend Golden Welly (to accrue extra OPAL time)



Behaviour Policy

Undesirable behaviours, as recommended by Cambridge Therapeutic Thinking, are split in to two further categories. These are also tracked so that all leaders and class teachers can monitor what has been implemented so far.

Disruptive

This negatively impacts learning, but doesn't cause harm to others.

	Disruptive behaviours	Response
Stage 1	Talking unnecessarily	Positively rephrase to direct, distract or encourage the child to make positive choices
	Making deliberate, unhelpful noises	
Teachers	Calling out without permission	Repeat instructions with clear, firm language and choice of two acceptable options, followed by 'thank you'
Teaching Assistants	Refusing to start work or follow instructions	
Play Team	Inappropriate use and/or breaking of equipment	Work to be completed during break or at home
	Use of unkind language towards others	Praise and thank other children for making the right choices
	Leave the seat and/or classroom during learning time without permission	Protective consequence to protect the learning environment – move seats, brief period in another classroom



Behaviour Policy

Undesirable behaviours, as recommended by Cambridge Therapeutic Thinking, are split in to two further categories.

Dangerous

This will predictably result in injury of harm.

Stage 2 Teachers Teaching Assistants Unit Leaders SENCO	Repetition of Stage 1 behaviours that have not improved within 4-week period despite Stage 1 responses being implemented Abusive language that could be considered threatening or discriminatory Throwing items – others harmed Hitting peers/adults with and without intent to harm	Use of de-escalation strategies. Eg. Distraction, planned scripts, use of Ready Room Explorative, restorative conversations post-incident to gain deeper understanding Application of anti-bullying policy Protective consequence to restore safe learning and working environments Educational consequence to progress child's understanding Therapeutic Plan completed following further analysis of observed behaviours Referral to external agencies for specialist support. Meeting with Teacher, Unit Leader and parent(s)/carer(s)
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Support for children when they find it difficult to regulate

Distract or redirect

Scripts – either school general or specific for a child

Ready Room

Therapeutic Thinking Tools - to analyse behaviours to put in place the most appropriate action

External agencies to support



Support for children when they find it difficult to regulate



[child's name], let's go to _____ (Ready room, Daily Mile. Etc)

Have you seen the _____ [item elsewhere in the school of interest, let's go and find it. (Then walk away)

Did you know that I can _____

Oh I have just remembered I need to sort the / find the / fix the _____ can you help me?

Help me carry this, thank you.



Behaviour Policy

Key features of the policy:

- Clear, identifiable behaviours with possible responses
- Graduated response to first promote whole-school positive learning behaviours
- Accessible rules and values which are built in to adult talk, assemblies and learning
- Balance of raising general expectations of behaviour across the school whilst offering individualised plans for specific children

