

Scoill Phurt le Moirrey

Relationship Policy



Aims

At PLM, we understand and recognise that all behaviours are a form of communication and that positive relationships are crucial to support students to behaviour appropriately.

In order to do this we will:

- * Promote positive relationships between all stakeholders.
- * Create a positive and consistent approach to behaviour across the school linked to the 'Core Values' and 'Learner DNA'.
- * Help develop a positive and calm environment that allows all students to flourish as learners.

Positive Relationships

At PLM, we encourage all learners to 'Be Brave, Be Curious and Be Kind'. This sets the tone for the attributes and relationships that we want to see from all.

In order to promote this, staff will:

- * Greet children each morning with a warm welcome
- * Be kind when communicating with others
- * Model the Core Values at all times
- * Recognise when further support is needed

Recognition of Positive Behaviours

House Points

Children are awarded house points by staff members for any positive behaviours in and out of the classroom. Staff will look for promotion of our Core Values and Learner DNA too. House points will be collected and added to an overall total. This will be shared weekly and at the end of a term, the overall house winners will be awarded a reward. Rewards could include; extra playtimes, trips to the beach or movie afternoons.

Star of the Week

Each week, every class teacher will award a 'Star of the Week' certificate. This will reflect the school's Core Values and Learner DNA. The winners will be celebrated in a whole school assembly and parents will be emailed too.

Friday Phone Calls

Class teachers will take it in turns to nominate a child who has shown exceptional behaviours that week and need to be celebrated. The Deputy Head will make positive phone calls each week to parents to celebrate their child's successes.

Classroom Rewards

Individual teachers are encouraged to promote positive behaviours within the classroom as appropriate. This could include positive notes/emails home or conversations at the end of the day.

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Challenging Behaviour

We recognise that occasionally, we can all make mistakes. If this happens, staff will encourage students to think carefully about the behaviours that they are displaying and whether they adhere to our school core values. This will be seen as a 'Reminder'. Should this continue, then a 'Verbal Warning' will be given.

Reminder	This is a clear reminder of the school Core Values and allows children to recognise how they now have a choice to change their behaviour.
Verbal Warning	This offers the student the 'Chance to Change'. Language that incorporates the school's core values and Learner DNA should be used.

Following on from the 'Verbal Warning', if the student continues to make the same wrong choices, then the following 'Consequences' will take place depending on which level the behaviour falls into.

Consequences of Challenging Behaviour

	Examples of Behaviour (Not an exhaustive list)	Consequences
Level 1 (Accidental)	* Swearing * Throwing an object across the room * Physical harm of others	Restorative conversation with an adult about Core Values- Tell me what happened before, what have you done and what are you going to do differently next time?
Level 2 (With Intent)	* Swearing in anger * Throwing an object across the room with intent * Physical harm of others with intent	Restorative conversation with Student and Family Relationship Lead or Deputy Headteacher Phone call home with parents
Level 3 (Extreme Behaviours with Intent)	* Swearing in anger and with intent * Intentionally throwing furniture/objects * Serious physical harm of others with intent	Restorative conversation with Headteacher Phone call home and/or a face to face meeting with parents Informal/ Formal suspension if necessary

Suspensions

If a child displays extreme challenging behaviour, then a formal or informal suspension will be given. The Department of Sport, Education and Culture's Suspension Policy will be adhered to.

Additional Needs Plans and Individual Passports/Risk Assessments

We recognise that there are a small number of students at PLM who may need a much more personalised approach to support them with their choices of behaviour. Passports will be available for these children, which will clearly recognise their individual needs and strategies that may support them to make the right choice. Risk Assessments and Additional Needs Plans will be created to help support the student and keep themselves and others safe.

Sarah Brooks-Lund (November 2025)