



Evergreen Primary Academy

Relationships and positive behaviour **Policy**

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Approved by Academy council	November 2025
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Evergreen Primary Academy is invested in supporting the very best possible relational health between:

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies.

Policy statement

At Evergreen Primary Academy we know that developing and sustaining positive relationships is central to the success of our school. We believe that trusting, honest, respectful and caring relationships must exist between all members of the school community and most importantly between adults and learners. Relationships must be authentic. Everyone at Evergreen understands that they have a responsibility to support the growth of positive relationships, that constant effort is required to maintain them and that there will be times when relationships rupture but that we all have a duty to help repair these.

Scope and Purpose of the Policy

Evergreen's relationships and positive behaviour policy is combined in one because we all know that behaviour is understood as communication and that negative behaviour is a result of an unmet need.

Our intention is that all staff will be capable of building relationships with learners, and each other that helps everyone work together in a positive and productive way to support the emotional needs of our learners and nurture positive behaviour. The promotion of positive behaviour is the cornerstone of the work of the Evergreen team. It is the responsibility of all staff to work together as a team and to promote an atmosphere of respect and consideration. We believe that every learner has the right to learn in a nurturing and supportive environment.

This policy should be read alongside the Safe Touch Procedural document ([Safe Touch procedures.docx](#)) which is designed to provide guidance on physical contact (including safe to touch) with learners to enable all staff to provide consistent support to learners who exhibit challenging behaviour.

Aims

- To approach relationships based on the teachings of Trauma Informed Schools UK (TISUK), underpinned by educational practices which 'Protect, Relate, Regulate and Reflect'.
- To create a safe and secure environment for learners and staff.
- To promote self-esteem.
- To promote and reinforce positive behaviour.
- To promote effective teaching, learning and achievement.
- To ensure that every member of the school community feels valued and respected.
- To ensure that children achieve the best they can.
- To ensure high standards of safeguarding and child protection.

We will achieve these aims by:

- Fostering a sense of belonging in all stakeholders.
- Celebrating diversity and ensuring the EDI (equality, diversity and inclusion) is woven through all curriculum areas.
- Establishing a set of clear expectations which staff, learners and parents know and understand.
- Establishing relationships that meet learners' emotional needs.
- Ensuring that all children have several 'emotionally available' adults in school.
- Embedding the Evergreen's values of **Safe, Respectful** and **Caring**.
- Ensuring that school is a calm and purposeful place.
- Actively teaching children how to be a positive Evergreen citizen using a thoughtfully crafted curriculum.
- Enacting an engaging curriculum and adapt learning to meet the needs of all learners.
- Ensuring that classrooms feel safe by fostering a culture where adults never raise their voice or speak in an aggressive tone and where children feel psychologically safe to 'give it a go' and make mistakes.
- We are consistent in our application of the relationship policy and in recognising those children that need additional support and encouragement.
- Ensuring that Senior Leaders are visible and accessible around the school.
- Ensuring children have their voice heard.
- Giving feedback to parents about their child's actions - letting them know about the good days and being transparent about all negative behaviours, to build positive relationships with all key stakeholders in learners' lives.
- Raising the children's emotional literacy levels through the teaching and use of Zones of Regulation and its language.
- Celebrating positive relationships and behaviour to enhance self-esteem and inspire growth.
- Checking the building is clean and well-maintained to create a positive learning environment.

Trauma Informed School Relationships

Protect

Our priority is to ensure that our children are safe. In this context, that means not only physical safety but also within the relational environment. We aim to reduce the stress for the child by creating a warm and calm environment that is consistent, accepting and optimises social engagement. We endeavour to not place children in situations that they cannot manage and focus on creating both physical and psychological safety.

We will also:

- Use increased 'safety cues' (non-verbal, gestures) in all aspects of the school day meaning that adults intentionally and subtly create an environment where children feel both physically and psychologically safe. These cues help to counteract the heightened state of threat and hyper-vigilance that trauma survivors often live with.
- Adults are attuned to the children. They identify triggers early and proactively try to reduce or eliminate these.
- Have open and authentic communication with both children and their adults. This includes a daily 'meet and greet' for all children on the school gate and at their classrooms. Adults are visible on the gate or at their classroom doors during the start and end of the day to communicate openly with adults.
- Staff use a 'PACE' (Play, Acceptance, Curiosity, Empathy - Hughes 2015) approach for all interactions with all children.
- Ensure that there are emotionally available adults/safe faces in school and that children know who they are and where to find them.
- A whole school commitment to a no; shouting, put downs, criticism or shaming (proven to be damaging neurologically and psychologically).
- Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).
- Ensure that adults are aware of facial mobilisation and are expected to present as open, warm, and engaged.
- Ensure that adults are consistent and adjust their expectations around vulnerable learners to meet their needs. They ensure that their interactions are socially engaging and not socially defensive.
- Staff 'interactively repair' occasions when they themselves move into defensiveness.
- Staff actively seek to know all children well (including, what matters to them, who matters to them, their dreams, hopes, etc). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well.

Relate

- A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.

- Vulnerable children are provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate

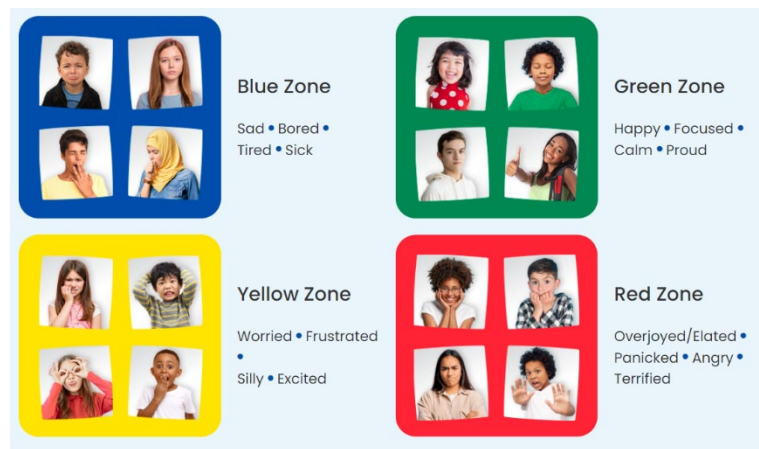
- Relational interventions are used that are specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- Evidence-based interventions are used that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions.
- The emotional well-being and regulating of staff are treated as a priority to prevent burn out, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

Reflect

- Staff are educated in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures).
- Provision of skills and resources are available to support parents and staff in meaning empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.
- Within the context of an established and trusted relationship with a member of staff (working alliance), children are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation.
- PSHE (Personal, Social and Health Education) is well crafted to ensure it empowers children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.
- Staff development and training is given to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences, to reflecting on those experiences. Staff learn to do this through empathetic conversation, addressing children's negative self-referencing and helping them develop positive, coherent narratives about their lives.
- Our behaviour policy is based not on punishment, sanctions and isolation, but is one that models enquiry and interactive repair including restorative conversations.

Supporting emotional literacy

At Evergreen, we use 'Zones of Regulation' to support children's emotional literacy.



The Zones of Regulation provide an easy way to think and talk about how we feel on the inside by placing expected life emotions into four coloured zones. Zones of Regulation support children to be able to regulate their emotions through a range of strategies. In addition, the Zones of Regulation language equips the school community with a shared language to discuss feelings - allowing children to verbalise their emotions. This language leads to a healthier, more inclusive school climate where children become more self-awareness and have improved social emotional skills.

A 'PACE' approach to positive interactions

Our staff are trained to use a 'PACE' approach (Play, Acceptance, Curiosity, Empathy - Hughes 2015) of interaction with our children. This approach encourages adults to be playful, accepting, curious and show empathy towards the children. Research has shown that interactions that are warm, emphatic, playful and curious have been proven to shift children out of flight/fright/freeze positions. The 'PACE' approach is designed to help adults build safe, trusting, and meaningful relationships with these children, thereby promoting a sense of security.

PACE stands for:

Playfulness: Involves using a light, warm, and engaging tone to create a relaxed and joyful atmosphere. It is about sharing moments of fun to help the child feel safe and loved, rather than being silly or teasing, especially during distressing moments

Acceptance: Means accepting and valuing a child's inner life—their feelings, wishes, and perceptions—without judgment. This does not mean accepting unacceptable behaviour. Instead, it involves communicating that while a particular behaviour is not okay, the child's underlying feelings are valid and understood.

Curiosity: Adopting a "wondering" mindset to understand the meaning behind a child's behaviour. Instead of asking "Why did you do that?" in an accusatory way, a curious

approach might involve saying, "I wonder what was going on for you just then?". This helps the child reflect on their own feelings without feeling blamed

Empathy: Actively showing the child that you understand and share their emotions. For a child who has experienced trauma, this communicates that you will not abandon them when they are in distress and that you are strong enough to support them through difficult times. Empathy builds trust by validating their feelings and showing them, they are not alone.

How the PACE approach works

Focus on the relationship: Unlike traditional discipline that focuses on managing behaviour, PACE prioritizes building a secure and trusting relationship. When a child feels safe and connected, they are more likely to regulate their own emotions and behaviour.

Regulate and connect before you reason: The approach helps adults regulate their own reactions first, so they can stay calm and respond thoughtfully. This allows them to first connect with the child emotionally before addressing the behaviour or applying consequences.

Promotes emotional regulation: The consistent application of these principles helps children, who may struggle with emotional regulation due to past trauma, to feel more understood and, in turn, to slow down their own emotional responses.

Getting the Basics Right – Ensuring visible consistency

These simple consistencies are key to the success of the policy and need to be adhered to by all staff.

At the start of the day.	Children will be welcomed by a member of SLT on the school gate. Children will be welcomed by their class teacher at their classroom door – this will allow for an emotional check in.
Arrival at the start of the day.	Children walk calmly into their classroom. Children put their belongings away. An activity will be ready for learning on the children’s tables.
End of play and lunch	Teachers will be outside promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into class. A calming activity will be ready for the children to engage in.
Transitions around the building	Children are expected to walk calmly and quietly around the school.
Lunchtimes	Children will be proactively supported by many adults including SMSA, LSAs and SLT. Activities will be provided for the children to ensure they are not bored. Adults and playleaders will actively encourage and model positive social interactions between children. Adults will be alert to safety cues and triggers.

	<p>Adults will quickly identify issues arising or children moving into the 'red zone' and be proactive at engaging with the children. Adults will consistently implement the Playground Code of Conduct.</p> <p>In hall: Adults will be present Wait times will be to a minimum. Manners will be actively encouraged.</p>
End of the day	<p>Adults will allow time for end of the day preparations to be calm.</p> <p>Adults will inform the children about the following school day. Adults will use the interactive whiteboard to show something educationally calming whilst the children wait to be collected. Adults will be at the classroom door interacting with parents/carers – this is an opportunity to share both negative and positive incidents with families.</p>

All staff will consistently:

- Remain calm.
- Use a calm tone and appropriate volume.
- Use a non-threatening stance.
- Ensure they have positive relationships with all stakeholders.
- Proactively 'fill up' the children with positives.
- Use a 5:1 approach meaning that 5 positives are given to every one correction.
- Show curiosity about individuals.
- Appropriately share a little about themselves to support the building of positive relationships.

Positive rewards








At Evergreen, we understand the benefits of rewarding positive behaviour choices and positive attitudes towards learning.

We do this through a range of ways including:

- Giving children Star Time on a Friday afternoon.
- Rewarding stars throughout the day when positive choices are seen.
- Awarding positive postcards to share positive choices with a child's family.
- A weekly celebration assembly where a range of certificates are award to children from both adults and other children.
- Sending positive messages to families through Class Dojo.
- Sending children to SLT to celebrate their learning with them.
- Photographing or photocopying good work to share with families.
- Awarding citizen medals at the end of each term to one student per class who has shown themselves to be a positive Evergreen citizen.

The Star system

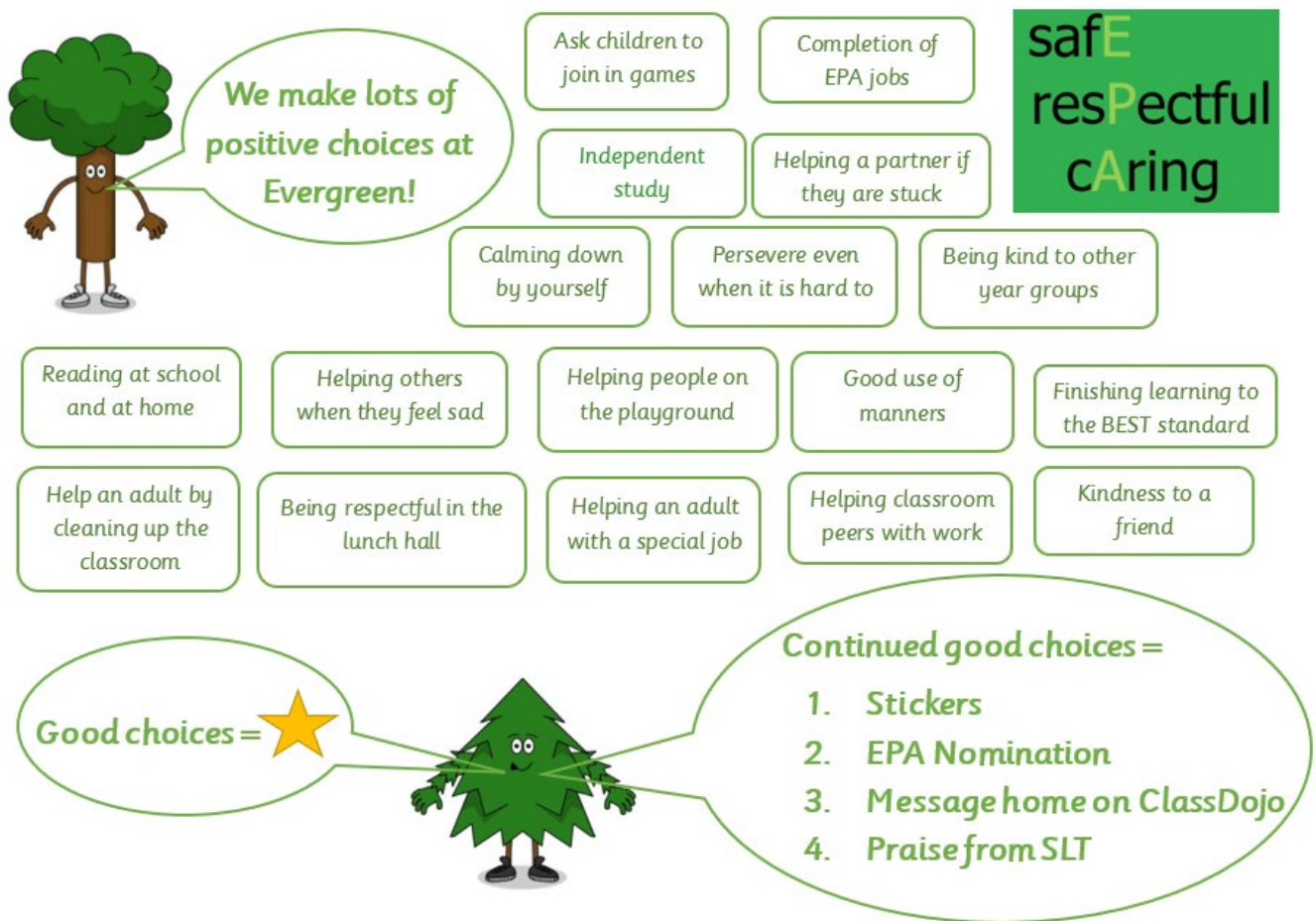
At Evergreen Primary Academy we operate a star system which are displayed on the classroom walls.

EPA Star Chart	
Shooting Stars 	
5 Stars 	
4 Stars 	
3 Stars 	
2 Stars 	
1 Star 	
Ready to learn 	

At the start of the day all the children will start the day on ready to learn. Children can be moved up the star chart for making positive choices. The aim is for all the children to move up the chart and be on five stars by the end of the day. Once they have reached 'Shooting Stars', children will receive a sticker and a raffle ticket to be stored in their 'shooting star' box. Children are then able to start the star chart again. This is so that there is no end to the positives that can be given to children.

Staff should consistently be praising the behaviour they want to see throughout the school day.

Positive Behaviour Charter



Behaviour graduated response

At Evergreen, we are proactive at supporting children to modify their poor behaviour choices. Engaging with learning is always the primary aim. For the vast majority of children, our universal provision staged approach supports children to be back learning quickly. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff will, where possible, deal with behaviour without delegating.

Universal provision

Stage 1 - Redirection

Positive reinforcement of other children around them, "X thank you for sitting so beautifully."

A non-verbal cue to the child that you want them to make a good choice this could include:

- a 'look'
- a visual point to what you expect.

Stage 2 - Reminder
A reminder of the expectations/our values delivered privately wherever possible. The adult makes learner aware of their behaviour. The learner has a choice to do the right thing. If appropriate, make links with the zones of regulation. Praise them when they positively change their behaviour, acknowledging the positive change.
Stage 3 - Reset and reflect
A clear verbal communication delivered privately to the learner making them aware of their poor behaviour choices. Link to the Zones of Regulation where appropriate. An opportunity for the child to express any barriers to good behaviour choices they have. Learner to move to the reset table within the classroom to either complete a calming activity or to complete their learning for a set period of time Adult to reflect with the child before the child returns to their usual learning space. Link to the Zones of Regulation where appropriate. Remind child of expectations and of their previous good behaviour choices. Persistent stage 3 = CPOMS to be recorded and parent to be informed.
Stage 4 – Consequence and reflect
If the poor behaviour choice persists: The child is spoken to by the teacher privately. Reset time in class, in partner class or with Ms Vincent. Child to have a consequence of missing a period of their playtime. Expectations are reset. CPOMS to be recorded and parent to be informed.
Stage 5 – Referral to SLT
Children to reflect with SLT. Zones of Regulation language to be used. Child to either complete a calming activity or their learning with SLT for the remainder of that lesson. Child to have a consequence of missing a period of their playtime. CPOMS to be recorded and parent to be informed.
Non-negotiable/violent behaviours
A child will escalate to stage 5 immediately. CPOMS to be recorded and parent to be informed.

Staff will always deliver any of the above sanctions calmly and with care.

Behaviour charter

To support our children in understanding the consequences of their actions, the school community has developed a charter which outlines behaviours which would lead to the implementation of the staged approach.

Behaviours that will lead to the staged system

- *Using unkind hands and feet*
- *Saying unkind things*
- *Talking when an adult is speaking*
- *Not following instructions / not listening to adults*
- *Not tracking the speaker/not listening to our friends*
- *Not sitting nicely on the carpet*
- *Distracting others*
- *Not trying our best*
- *Shouting at people*
- *Touching people or their things without permission*
- *Not listening*
- *Messing around with resources*
- *Drawing on whiteboard when you haven't been asked*
- *Shouting out*
- *Talking back/arguing to an adult*
- *Ignoring adults*
- *Swinging on chairs*
- *Refusing to do learning*

Red behaviours that go straight to stage 5

- *Hurting / pushing / hitting / kicking children or adults*
- *Breaking or damaging school property on purpose*
- *Ignoring adults when being unsafe*
- *Throwing things at people*
- *Leaving the classroom without asking*
- *Taking things that don't belong to us/stealing*
- *Fighting*
- *Stealing*
- *Using racist language*
- *Swearing (verbally or physically)*
- *Threatening behaviour*
- *Bullying behaviour*
- *Acting in a dangerous way*

Bespoke support with behaviour

We understand that all children are individuals. As a result, there will be times where a flexible and differentiated approach will be required to support individual needs. Where this is the case, the school will work with the child and their parent/carer to identify suitable strategies. This behaviour plan will be shared with all school adults who interact with this child.

The plan could include amendments to the universal provision including adding extra reminders and rewards.

Bespoke positive rewards

These will be dependent on what the child needs and likes. These may include ten minutes reward time at a designated time/s of the day, time with the school dog, a five-minute break to visit SLT, completion of daily jobs, etc.

Bespoke monitoring

This can include regular meetings with the children and their parent/carer or the implementation of a behaviour monitoring card.

Behaviour monitoring cards are used to monitor a child's behaviour. A meeting will be held with the child and their parent/carer prior to the monitoring card being implemented. During this meeting, school will explain to the parents and the child why a behaviour monitoring card is necessary. The expectations for behaviour will be reinforced with the child. The behaviour monitoring cards will be reviewed with the child at the end of each day where positives and negatives are discussed. A photo of the monitoring card will be sent to the parents at the end of the week on Classdojo. A parent review meeting will be held every three weeks.

Please tick ✓ or cross ✗ if learning completed for that session. Adult who signed to initial. Parents to be shown at the end of each week.									
Day	DERIC	Readers	Authors	Break	Maths	Lunch	Afternoon 1	Afternoon 2	Comments
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

Behaviour for Learning strategies at Evergreen Primary Academy

We believe that in order to engage in successful learning opportunities, our pupils need to take responsibility for their own learning behaviours. Children are taught how to be a good learner and metacognition (activating learning, planning learning, questioning learning and self-evaluating learning) is promoted. Positive learning attitudes are identified, highlighted and rewarded.

Teachers plan engaging lessons which have purpose and meaning for the children.

Oracy is a fundamental base of learning; this improves engagement and self-worth.

Behaviour in the playground

Pupil voice worked with the EPA citizens to create an EPA playground code of conduct.



At Evergreen, we will:

- Be **safe** to other children, adults and our equipment
- Be **respectful** to other children, adults and our equipment
- Be **caring** to all members of our community

Possible poor behaviour choices	Reminder 1	Reminder 2	Reminder 3
Using unkind hands (including snatching and pushing)	Reminded of safe behaviour	Spoken to by Miss Vincent Reflection time	Spoken to by SLT Parents spoken to Possible further missed lunchtimes
Saying unkind things to someone	Reminded of respectful behaviour	Spoken to by Miss Vincent Reflection time	Spoken to by SLT Parents spoken to Possible further missed lunchtimes
Talking unkindly about people when they are not there	Reminded of respectful behaviour	Spoken to by Miss Vincent Reflection time	Spoken to by SLT Parents spoken to Possible further missed lunchtimes
Laughing at someone to make fun of them	Reminded of respectful behaviour	Spoken to by Miss Vincent Reflection time	Spoken to by SLT Parents spoken to Possible further missed lunchtimes
Ignoring adults (basic instructions)	Reminded of respectful behaviour	Spoken to by Miss Vincent Reflection time	Spoken to by SLT Parents spoken to Possible further missed lunchtimes

Not respecting the school environment or property	Reminded of respectful behaviour	Spoken to by Miss Vincent Reflection time	Spoken to by SLT Parents spoken to Possible further missed lunchtimes
Ignoring adults (being unsafe)	Spoken to by Miss Vincent Reflection time Parents told	Spoken to by SLT Further lunchtimes missed	Possible suspension Parent meeting
Using swear words	Spoken to by Miss Vincent Reflection time Parents told	Spoken to by SLT Further lunchtimes missed	Possible suspension Parent meeting
Deliberately, physically hurting someone (including hitting, kicking, pushing, grabbing, smacking and slapping)	Spoken to by Miss Vincent Reflection time Parents told	Spoken to by SLT Further lunchtimes missed	Possible suspension Parent meeting
Threatening someone	Spoken to by Miss Vincent Reflection time Parents told	Spoken to by SLT Further lunchtimes missed	Possible suspension Parent meeting
Using discriminative language (including reference to race, religion, LGBTQ+ or any other of the protected characteristics)	Spoken to by Miss Vincent Reflection time Parents told	Spoken to by SLT Further lunchtimes missed	Possible suspension Parent meeting
Stealing/theft	Spoken to by Miss Vincent	Spoken to by SLT	Possible suspension Parent meeting
	Reflection time Parents told	Further lunchtimes missed	
Lying	Spoken to by Miss Vincent Reflection time Parents told	Spoken to by SLT Further lunchtimes missed	Possible suspension Parent meeting

Relationships between school adults and parents

School staff are proactive at building relationships with parents and carers. A 'PACE' approach is used to create positive relationships.

School adults are open and honest with parents and carers and collaborate with them to ensure the child is fully supported.

School adults are visible and available for parents/carers to speak and engage with daily. ClassDojo provides an appropriate platform for good communication between school and home.

Parents are encouraged to be proactively involved in the school community.

Relationships between parents

School encourages positive relationships between parents/carers. New parents/carers are introduced to others. The community Hub room provides a venue for parent interaction.

Relationships with school and the wider community

Evergreen proactively seeks connections with the local community to further support our children in their journey. This includes links with the local religious organisations, charities, community centres, leisure centres, library, local PCSO (community police offer) and many more.