

St Peter's CE Primary Academy

'Life in all its fullness.' (John 10:10)



Positive Relationships and Behaviour Policy

Date of Policy: June 2025

Policy adopted by Interim Executive Board: 16th July 2025

School Vision

We believe that all are made in the image of God. We seek to ensure all are valued, valuable and empowered to be the best they can be. We learn from each other, developing an understanding of different cultures to ensure 'life in all its fullness'. (John 10:10) – the golden strand that runs through all our work.

Rationale

St Peter's Church of England Primary School aspires to ensure that all members of our school community feel safe, secure and valued. We believe that it is important to teach all members of the community to work, play and behave alongside each other, leading to a culture based on mutual respect and trust. All members of the community need to be aware of the issues of right and wrong, justice, fairness and tolerance. This is to be achieved through restorative practices and conversations, which focus on the needs of the child.

Aims

St Peter's Church of England Primary School aims to:

- Create a community of self-discipline and of acceptance, where we all take responsibility for our actions.
- Promote the highest standards of behaviour amongst all members of the community.
- Celebrate successes and good behaviour, and where behaviour is inappropriate, to challenge that behaviour positively through a restorative approach and language.
- Make sure that rewards and sanctions are fairly and consistently applied throughout the school.
- Encourage positive relationships.
- Help the growth of tolerance, empathy and consideration in all members of the school community.
- Ensure the safety and wellbeing of all members of the community in, around and out of school.

Whole School Approach

At St Peter's, our principles are simple and clear. We are driven to ensure children are achieving their best. We have three 'golden threads' which we ensure are followed by all members of our school community. We need all our members of school to:

Be Ready, Be Respectful and Be Safe.

To **be ready**, we want to see all members of our school community ready to learn, ready to listen and well equipped for the day ahead.

To **be respectful**, we want to see everybody being open listeners, confident communicators, kind and caring.

To **be safe**, we want to see everybody behaving safely in school, using kind hands, feet and words.

St Peter's Church of England Primary School will encourage positive behaviour by:

- Ensuring that all policies, and decisions made, focus on the needs of the child.
- Reinforcing positive behaviours through the use of 'Positive Recognition' Boards in all classrooms and the use of 'dojo stickers' as a visual token linked to aggregated rewards.
- Building positive relationships – 'great teachers build emotional currency with their children deliberately'.
- Teaching and encouraging everyone to follow our Golden Threads.
- Consistent and clear routines for all to follow (in classes and around the school).
- Communicating all successes and behavioural problems at the earliest opportunity through a phone call, text or face to face meeting.
- Working closely with parents and carers to address behavioural issues and how to resolve them.
- Working with outside agencies to deliver appropriate support to those most in need.
- Offering the chance for individuals or groups to receive support from our Pastoral Team and pastoral interventions.
- Ensuring all staff receive regular, and up to date, training in dealing effectively with both positive and negative behaviours.

Unconditional Positive Regard

Unconditional Positive Regard is a technique that is used widely across schools to ensure all children receive 'no matter what' response to behaviour. Positive Regard ensures that all children understand that regardless of their actions, we, as staff, will respond in an appropriate manner that meets their individual need(s).

Positive Regard is an approach that allows people to grow in an environment that provides genuineness (openness and self-disclosure), acceptance (being seen with unconditional positive regard) and empathy (being listened to and understood). Relational consistency is key for us, which ensures that we commit to all members of staff being consistent in their nurturing approach. We will endeavour to ensure pupils feel well supported through any challenging moments that may arise in their school journey.

Positive Regard promotes that each day is a new day, each session is a new session and after each episode of negative behaviour there is an opportunity to then show positive changes. To support this, we encourage all members of our school community to use a restorative practice approach. We have a detailed way in which we carry out these conversations, to ensure all episodes of behaviour are supported consistently and fairly.

Restorative Conversation and Beyond

Implementing the Positive Regard approach enables us as a school to support all pupils who find it difficult or who are not yet able to communicate their needs appropriately. Our Relationship and Behaviour Policy explains how we are committed to ensuring all children feel safe and secure in our care.

Therefore, we implement 'The 4 R's'. This approach is well developed and researched, proven to be one of the best ways to support children who are struggling to communicate.

The 4 Rs are as follows:

- **Regulate** – we must help the child to regulate and calm their fight/flight/freeze response;
- **Relate** – we must relate and connect with the child through an attuned and sensitive relationship;
- **Reason** – we can support the child to reflect, learn, remember, articulate their actions and be reassured that we are there, always;
- **Repair** – we must then check back in with the child after the restorative conversation to ensure the relationship with the child is still solid and the mutual respect and care is still there.

Restorative Conversations follow the 4 Rs approach as follows:

Phase 1: Regulate and Relate (Tell me what happened, how did you feel?)

During this phase, it is our role to allow the child time to calm and reflect on the incident that occurred. We will ensure that we show empathy, kindness and compassion to every child in this phase, using open-ended questioning in a non-judgemental manner.

Phase 2: Reason (What did you need? What could you have done differently?)

During this phase, it is our role to help students identify the cause of the incident occurred. We will continue using open-ended questioning to help the child identify what the unmet need was, or the trigger for the behaviour that occurred. This is then a time where discussions about how the child could respond to triggers next time they occur will be had. Our role is to model and explain what could improve their response in the future if the child is still developing their reasoning skills, as they may not know how to best respond to situations yet, dependent on their social and emotional stage of development.

Phase 3: Repair (How can we work together to repair this? What are your next steps?)

During this phase, we as facilitators of the restorative conversation, will pose questions to facilitate reflection and repair. The goal of this phase is to help the child begin to understand how their actions could impact on their own well-being or others. We will then support them as they create a plan to fix any damaged relationships their original

action may have caused. It is then the role of everybody involved to come together and share in forgiveness.

Support for Behaviour

Our approach to supporting pupils' behaviour revolves around our belief in Positive Regard, 'time in' and rewarding behaviour when appropriate. On occasion there may be time where appropriate sanctions are put in place to correct some behaviours.

All children will receive one reminder to follow our school 'golden threads', then a warning to remind them will follow if the behaviour continues. If this is not enough to correct the behaviour being displayed, consequences will be used fairly and only when appropriate, as we wholly believe in Positive Regard as our strategy to support behaviour. When consequences are put in place, they still follow our approach of restorative practice.

Stage 1	'Time in' – when a child begins to display low-level behaviours in the classroom they will be offered 'time in' in their classroom. This is a simple strategy that allows a child time, supervised in the classroom, for them to reflect on their actions and create a plan to make a different choice next time. A restorative conversation will take place as the child rejoins the main class.
Stage 2	'Time in' in another classroom – if the behaviours continue the child will be offered 'time in' in their partner class to demonstrate that unwanted behaviours cannot be present in their own classroom. Class teachers will set an appropriate amount of time, and a restorative conversation will take place to reassure the child that the relationship has not been broken. Parents will be informed if a child has received a 'time in' in their partner class.
Stage 3	'Time in' with a member of SLT. This will take place when the first two stages have been used and behaviours have not changed. Children will take home a slip informing parents of a 'time in' allowing them the opportunity to discuss behaviours at home. A restorative conversation will then take place in school the following day.
Stage 4	Where there are repeated incidents of poor behaviour in school it might mean that a child is placed on a Positive Behaviour Plan. These plans will be created by the class teacher, parents and the child and may also include SENDCo, Pastoral Team and any other adult involved with the child.

We strongly believe these steps followed correctly will enable all children to restore and repair any behaviour that has occurred. If these interventions are not effective, they will be reviewed, and a meeting will be held with parents as this could put your child at risk of an internal inclusion, a short, fixed term suspension or a permanent suspension.

We feel strongly at our school that we put appropriate steps in place to ensure the latter does not need to happen and it is only ever used as a last resort. However, they may be used in cases of extreme levels of unacceptable behaviour, such as: repetitive misbehaviour, violence with intention to harm, bullying, use of offensive language, racism, homophobia, stealing etc.

Staff's Roles and Responsibilities

- Every member of staff will follow and understand our three Golden Threads, by role modelling these skills to our children and displaying high expectations for all.
- Every member of staff will ensure all our children are safe and respected.
- Every member of staff will use restorative conversations to effectively repair behaviours, ensuring all children are treated fairly and feel supported.
- All members of our school community will model and teach positive behaviour, good manners, calm and considerate thinking, and inclusive acceptance of all.
- Every member of staff will model an appropriate level of volume in their voice, avoiding shouting at all costs, expecting the same in return from the children. Classrooms will be calm, safe spaces in which every voice is heard in turn.
- All children will be greeted with a warm welcome and a smile at the classroom door/and or the school gates by their teachers, teaching assistants and members of the management team.
- All staff members will aim to catch children doing the right thing, praising where appropriate to recognise when our children are following our three Golden Threads.

Parent's Roles and Responsibilities

- Ensure your child attends school daily, arriving on time, ready to learn.
- Promote that your children use polite manners, be kind to all and show considerate compassion for all pupils.
- Work in partnership with school to promote good behaviour, challenge and support negative behaviours and uphold the principles in this policy.
- Understand and support school with strategies that are implemented in school. Parents may use restorative conversations at home, addressing any behaviours that your child's class teacher may have discussed with you, providing your child opportunity to reflect and plan their next steps for behaviour.

- Share any concerns you may have with school to develop strong working relationships between home and school.
- Support the decisions made by school as school seek to support all families.

Child's Roles and Responsibilities

- To follow the three Golden Threads: Be Ready, Be Respectful, Be Safe.
- To listen and engage with support offered from members of the school team and family members at home with restorative conversations.
- To use active listening to ensure they learn to the best of their ability by following instructions, showing engagement in learning and high levels of positive behaviour.
- To treat all members of the school community with consideration and respect, and in turn have this treatment shown to them.
- To use a restorative conversation to help them take responsibility for their actions and plan next steps to repair any damaged relationships. Children will also seek support from an adult to model the skill of restorative conversation, they will not be expected to 'sort out their own problems' as we, as a school, believe this is a skill that needs to be taught, not expected.
- To take care and pride in being a member of the St Peter's family.

Appendix 1 – Behaviour Notification Slip

Behaviour Notification

Name: Class:

Date:

Summary of events:

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Please discuss the above behaviours with your child.

Comments from home:

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Signed: (Parent/Carer)

Be Ready, Be Respectful, Be Safe

