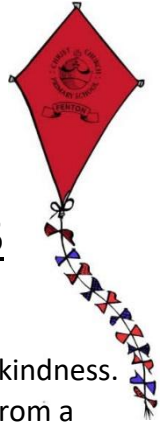


Relationships and Behaviour Policy – October 2025



Policy Statement

At Christ Church CE Primary School, we work to create a climate of mutual respect and kindness. We want everyone to work together, to ensure our learners, staff and parents benefit from a culture which promotes self-esteem, trust, compassion, and mutual respect. We ensure that excellent behaviour is a minimum expectation for all.

This policy underpins our school vision and values.

Vision

We are one Christ-like family seeking to achieve our school aims and allowing all to flourish by demonstrating the same endurance, friendship, dignity, and respect as the Good Samaritan did with **respect** as our key:

Values

Realising our God given potential

Enjoying each day

Supporting and serving our communities

Praising and worshiping

Encouraging each other

Celebrating diversity

Treating others as we would want to be treated. Luke 6: 31

Aims

To ensure everyone has an equal opportunity to feel safe, secure and happy regardless of their circumstances.

To aim for an environment that is free from disruption or upset by others.

To provide a curriculum where children – want to, choose to and love to – learn.

To promote positive behaviour through the school values.

To create a consistent environment that encourages and reinforces good behaviour.

To create a valuing relational environment where we greet, smile, care and listen.

To embed the use of Restorative Practices in all aspects of school life.

To enable children to develop a sense of self-worth and a respect and tolerance for others.

To help children with their need to be regulated in order to learn.

To understand that every interaction is important.

A Relational Approach

Christ Church CE Primary School aims to employ a variety of classroom strategies to enable our pupils to feel safe, secure and ready to learn. We know that a relational approach, which is underpinned by positive relationships, help us to build a child's self-esteem and self-worth. We recognise that all behaviour is a language and that for some children, the way they behave is not a choice. We also recognise that children with SEND are more likely to have related behavioural difficulties and that some children will need to be taught about boundaries. We know that

children will learn more from consequences than they will from punishment and that we must connect with a child before we try to correct their behaviours.

Our trauma informed approach enables us to recognise that for our most vulnerable children there may be circumstances that are making them sensitive to situations. We advocate the use of emotion coaching and encourage children to use their brilliant brains and move forward from raging in their dinosaur brain. Just one reliable, emotionally available adult who is consistent and steady in the school community can make all the difference.

Pivotal Practice

Relational Aspects in Education underpins our approach to positive and inclusive behaviour, promoting an ethos of kindness and visible consistency in adult behaviour across the school. We aim to build relationships with pupils, showing an interest in their life and showing daily acts of care.

Broad Principles

- the establishment of positive, secure, consistent and trusting relationships between practitioners and children
- collaboration with the child in establishing goals and finding solutions, building upon strengths as well as addressing needs wherever possible
- taking an individualised approach, recognising that children are not a homogenous group and that each child's pattern of strengths and challenges will be different, shaped by differing combinations of characteristics, experiences and circumstances
- using approaches which are developmentally-appropriate and trauma-informed, and which build self-belief, self-worth, motivation, hope, resilience and a sense of purpose and ambition, with attention being paid to any practical obstacles to engagement and desistance
- applying approaches such as prosocial modelling, effective reinforcement and problem solving
- providing the right opportunities and support at the right time, meaning that a range of services and supports are available and are accessible, responsive, flexible and sustainable, with all service providers working together in partnership through a whole systems approach
- helping the child form bonds, connections and relationships which strengthen pro-social beliefs and behaviours, and also move from dependence on specialist services to universal services, interdependence and independence

Five Pillars of Pivotal Practice:

1. Calm, kind, consistent adult behaviour
2. First attention to those doing the right thing – praise behaviour over and above the norm
3. Relentless routines and high expectations
4. Scripting difficult conversations
5. Restorative follow up

Consistency in Practice:

- **Consistent language; consistent response:** Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- **Consistent follow up:** Ensuring 'certainty' at the classroom and senior leadership level. Never passing problems up the line, teachers and support staff taking responsibility for behaviour interventions, seeking support but never delegating; An Christ Church CE Team approach.
- **Consistent positive reinforcement:** Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- **Consistent, consequences:** Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- **Consistent, simple rules/agreements/expectations:** Referencing appropriate behaviour, icons, symbols and visual cues.
- **Consistent respect from the adults:** Even in the face of disrespectful learners! You model the expected behaviour.
- **Consistent models of emotional control:** Emotional restraint that is modelled and not just taught, teachers and support staff as role models for learning, teachers and support staff learning alongside learners. This also applies to Senior Leaders.
- **Consistently reinforced rituals and routines for behaviour:** In classrooms, around the school, at reception, in the dining hall etc.
- **Consistent environment:** calm and inclusive classroom approaches with everyone's opinions valued and respected. Physical environment calm, clutter free, accessible with identified nurture nooks where required.

All staff

Meet and greet at the door with a smile

Refer to RESPECT and behaving like the Good Samaritan did

Model positive behaviours and build relationships.

Plan lessons that engage, challenge and meet the needs of all learners.

Be calm and give 'take up time' when going through the steps. Prevention before sanctions.

Follow up every time, retain ownership and engage in reflective dialogue with learners.

Never ignore or walk past learners who are not meeting expectations of behaviour.

Senior leaders will:

Meet and greet learners at the beginning of the day with a smile

Refer to RESPECT and behaving like the Good Samaritan did

Be a visible presence around the school

Never ignore or walk past learners who are not meeting expectations of behaviour.

Celebrate staff, leaders and learners whose effort goes above and beyond expectations

Regularly share good practice

Engage with staff to support learners with more complex needs.

Recognition and rewards for effort

We recognise and reward learners who go 'over and above'. Although there are tiered rewards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, rewards. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Classroom/teaching space

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Focus on and praise the behaviours you want and expect to see. Address negative behaviours non-verbally and follow up later using RESPECT as a basis for discussion. Sometimes a simple reiteration of expectations without discussion is all that is required. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour:

"Chance to Change"

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps below for dealing with poor conduct.

Managing Behaviours

1. *Catch Them Being Good:*

Give positive dojos for those children making the correct choices. Give super duper dojos for those doing above and beyond.

2. *The Reminder:*

A reminder of the expectations for learners; **RESPECT** delivered directly to the learner. The adult makes them aware of their behaviour. The learner has a choice to do the right thing.

3. *The Recommendation:*

A clear verbal recommendation delivered directly to the learner making them aware of their behaviour and clearly outlining the consequences if they continue.

'I recommend/suggest that you....'

The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.

4. *The Reflection*

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes.

- Tell the learner what the consequence of their action is e.g. who it is affecting and how. Refer to previous good behaviour/learning as a model for the desired behaviour.
- Recommend/suggest the desired behaviour and state again the consequences.
- Walk away from the learner; allow him/her time to decide what to do next. If there are comments, as you walk away – do not react or respond. Write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

If the steps above are unsuccessful then a negative dojo will be given.

5. The Restore

Once the learner has had time to reflect, a 2 minute restorative conversation will be held with the learner. This may be at the beginning of break/lunch time when the other children are not present to discuss how they are going to restore the relationship or resolve the disruption to their learning.

Serious Incidents

For serious incidents, please refer to the senior leadership team once you have dealt with the matter in the first instance.

Examples of serious incidents may include:

- Verbal or physical abuse of staff or pupils
- Fighting
- Possession or use of alcohol/drugs/bringing into school dangerous items
- Deliberate damage to school or others' possessions
- Bullying, sexualised or racist behaviour
- Making malicious unfounded allegations against a member of staff
- Walking out of class/school without permission

Very occasionally, to keep a child safe, we need to use physical restraint. If this is necessary, the full incident and actions will be recorded and parents will be informed.

Fixed-term suspensions and exclusions are used as a last resort and we will follow the Government guidance while keeping parents informed at all stages of the process

Staff will carry out positive behaviour approaches calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

We do this in a number of ways:

- Staff know children well, as individuals, and provide support where it is needed, both in the classroom and on the playground.
- We maintain high expectations of behaviour and our boundaries and routines ensure that children know what is expected of them and what will happen if they do not use the strategies and supports available to help them follow the school rules.

- Staff are very aware of the need for strong relationships and trust, and know that they have a significant part to play in helping children repair any rupture in a relationship.
- By using restorative approaches, children will speak about their actions with honesty, and will reflect on the impact their actions have on themselves and others. Children and adults are aware of the importance of repairing and sustaining strong relationships.
- We understand the impact of trauma and adverse childhood experiences.
- We have high expectations of our children, and staff model positive attitudes towards children and their families, treating everyone with respect and compassion.
- Pivotal practice is used which promotes effective approaches to behaviour, including bullying, resilience, one trusted adult, attachment theory.
- We actively encourage grown-ups to share in their child's learning through open events, class assemblies to share learning, and meetings with their child's class teacher.
- We have a high level of support from grown-ups.
- We build a sense of pride in the school, amongst our children. This is promoted through assemblies as well as class work, where children's work, behaviour and achievements out of school are publicly celebrated.
- We use 'Restorative Approaches' when children find themselves in conflict with other children/are struggling with relationships. This enables children to reflect on their behaviour, and its impact on other people, and to make sincere amends. We promote a 'no blame' approach, to allow children to change their behaviour without creating opportunities for resentment, or by using punitive responses which can damage relationships.
- If a conflict has occurred, we act in a way which helps everyone involved repair and rebuild relationships, restore trust and agree a way forward.
- If grown-ups have any concerns, we take these seriously, and follow them up.
- We actively seek grown-ups' views.
- Class teachers promote self-esteem through positive feedback. Children who model our school values well are celebrated for their positive actions/attitude. Children are also encouraged to 'call out' each other.
- We inform grown-ups early if we are worried about their child, or have concerns about their child's behaviour. Meetings around this are positive and focused on support.
- We have trained Playground Leaders and have introduced games and activities to make lunchtimes more enjoyable for our children, and to reduce the likelihood of any disputes or 'falling out'.
- We seek advice and support from expert services, e.g. Educational Psychology and Health colleagues to support children who may struggle, at times, with relationships in school.
- We share information with each other, as a staff, in a professional manner, to support children who have additional needs, or those who need a bit of extra attention.
- We make parents/carers of the harmers and harmed aware of concerns/issues/incidents when they happen. This is especially true of children whose conduct is becoming a concern.

Restorative Practice

The approach is used if a child is having difficulties with a particular value, during conflict resolution and where relationships have been damaged.

Restorative conversations are structured conversations which use open ended questions that help individuals learn about the effects of their actions with an opportunity to make things right.

We use PACE to help structure our Restoration:



Restorative Questions

To respond to challenging behaviour (Harmer)

- what happened?
- I wonder.....?
- what were you thinking about at the time?
- who has been affected by what you did and how?
- how do you think (name) felt when you did that?
- What can I do to help?
- what do you think you need to do to make things right?
- what have you learnt to help you make the right choices next time?

To help those harmed by others actions (Harmed)

- what did you think when you realised what had happened?
- what have been your thoughts since?
- how has this affected you and others?
- what has been the hardest thing for you?
- what do you think needs to happen to make things right?

Restorative consequences

We endeavour to meet the need so that we do not have to manage the behaviour. Staff recognise that punitive behaviour management may lead to unmet emotional needs, a build-up of toxic stress and an imbalance in their wellbeing. Therefore, we ensure that all consequences rebuild relationships by:

- Using logical consequences related to the behaviour that you want to discourage
- Finding ways to teach better behaviour rather than punishing what we do not want
- Preserving the dignity of the child

- Considering the child's needs and their stage of development
- Being fair and consistent

Anti-bullying statement:

Our response to bullying has, at its core, the value of restoring and repairing relationships. It emphasises tolerance, care and respect for other people.

The whole school community has the responsibility to help create a secure and safe learning environment, where children, staff and parents can be confident they will be treated with respect and compassion.

This school believes in the Rights of the Child. In the United Nations Convention, it states that "All organisations concerned with children should work towards what is best for each child" (Article 3). It also states that "Children have the right to protection from all kinds of violence, both physical and mental. They must be kept safe from harm and must be given proper care by those who look after them" (Article 19).

We wish to create a climate at Christ Church CE where everybody encourages respect, values opinions, celebrates differences and promotes strong relationships. This will make it all the more difficult for bullying behaviour to flourish or be tolerated. Bullying is unacceptable, and all adults and children should be aware of the role they play in addressing bullying behaviours.

What is bullying behaviour?

- Bullying behaviour can be physical, emotional or psychological.
- It can be rooted in ignorance or disrespect.
- It can make people feel frightened, distressed, fearful, anxious, depressed or demeaned.
- It can be something which is intentional or unintentional.
- It is something which happens at least once or on a number of occasions by an individual or group
- It represents a relationship which is not functioning well.

What should be done?

By pupils:

If a pupil feels they are being bullied they should:

- Try not to respond physically or deal with the problem alone.
- Talk to a grown-up, member of school staff, or friend as soon as possible
- If a child sees someone being bullied they should not confront the bully. They should encourage the person being bullied to report it immediately and offer support, or tell an adult themselves.

By staff:

Staff should:

- Give support to the child who has been bullied
- Treat all reported incidents seriously and investigate them

- Gather evidence from other people if possible
- Consider sensitively what action should be taken
- Report any concern/allegation of bullying to the HT/DHT
- Try to use curricular opportunities to raise awareness of bullying and what action to take
- Give support to the alleged bully, who may be unaware of how his/her actions are affecting others
- Adopt a restorative approach
- Notify grown-ups if bullying is happening
- Enter incidents and concerns on CPOMS, so that patterns or repeated behaviours are picked up quickly

By grown-ups:

If grown-ups have any suspicion that their child is being bullied, or is bullying others, they should:

- Tell us immediately if they notice any changes in their child's behaviour.
- If grown-ups suspect bullying, we ask that they contact the class teacher immediately.
- Discuss any worries with their child, and let us know about these.
- Try to avoid advising their child to 'hit back'. This can often make a situation worse.
- Try to be patient while we work together to resolve the problem. This sometimes takes a long time, to ensure that relationships and trust have been restored and that incidences will not reoccur.
- Try to work closely with the school in responding to the problem.
- Work with us to encourage children to rebuild damaged relationships.

In order to adopt a proactive strategy to raise awareness of what bullying is, preventing bullying, and what to do if it does happen, our curriculum offers opportunities for young people to play an active role in good behaviour and reducing incidents of bullying. Curricular opportunities include citizenship, communication skills, rights and responsibilities, conflict resolution and taking responsibility for health.

Anti-racism statement:

We work to ensure that Christ Church CE Primary School is an inclusive school community which celebrates diversity, where all children are respected and that any incident of a racist nature is taken very seriously.

Staff at Christ Church CE Primary ensure that the harmed child/ren are supported, and work with them and the harmer(s) to resolve conflict.

Unfortunately, some children call others names of a racist nature, without realising the hurt and damage these names cause. In some cases, young children are unaware what some racist terms actually mean. With our youngest children, it is often enough to discuss why such name-calling is unacceptable.

However, we work to support the harmed child/ren, who may be anxious and upset; and also work to support the harmer realise the harm their actions have caused, in order to bring about a positive change in such behaviours.

Our curriculum offers opportunities for our children to discuss respect towards others, regardless of their race or religion. Through Picture News, and embedded curricular work, opportunities to celebrate diversity are sought.

We strive to create an environment where racism, or any other kind of prejudice, will not be able to thrive.

Prohibited items and searches

The law relating to searches

Schools have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's [Behaviour and Discipline in Schools Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#).

The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

Searches without Consent

The following items are banned in school and pupils may be searched for them without their consent and without the consent of their grown-ups:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used: i) to commit an offence,
ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

Use of social media

Below outlines expectations of use for all forms of social media for both school purposes and personal use that may affect the school, pupils or staff in any way.

It is expected that when using social media, children will ensure that the following does not occur:

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party

- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

Reports of the misuse of social media should be directed to the senior leadership team. It is expected that where children use social media platforms these are monitored by an adult and that they are responsible in the use of these platforms. The misuse of a social media platform may result in disciplinary sanctions.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering and monitoring within school is in place.

Use of reasonable force

At Christ Church CE Primary School, our aim is to provide clear guidance to school staff on the use of physical contact. We want staff to be able to meet the needs of the children with confidence, whilst safeguarding themselves and those in their care.

Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline.

Physical contact is necessary and justifiable when it meets the needs of the pupil. School staff recognise that physical contact is an integral part of the job, for example, the administration of first aid and providing comfort, care and reassurance.

On occasions school staff may need to use reasonable force to prompt, guide or hold children. *“Reasonable force – using no more force than needed. Restraint means to hold back physically or bring a student under control”* (Use of reasonable force advice or head teachers, staff and governing bodies, DFE, 2012, pg 2)

Staff do this in order to help keep children and adults safe. School staff maintain a duty of care and make decisions based on the best interests of the children. Duty of care, along with the rights to use reasonable force comes automatically with being given control or charge of pupils.

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. In such instances, the school will write a positive handling plan and share this with grown-ups.

Revision/Review History

<u>Date</u>	<u>Comments</u>	<u>Review Date</u>
24/10/25	Brand new policy reflecting the RAiE project training we have received and DfE guidance	Autumn '26

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Appendix 1

Emotion Coaching

Emotion coaching is a supportive approach used by teachers and staff to help children understand and manage their emotions in a healthy and constructive way. It's based on the idea that emotions are an important part of learning and development, and that children benefit from guidance in recognizing, expressing, and regulating their feelings.

Key Elements of Emotion Coaching at Christ Church CE Primary school:

- 1. Recognising Emotions**
Teachers help children identify and label their emotions (e.g., happy, sad, angry, frustrated). This builds emotional literacy and self-awareness.
- 2. Connecting with the Child**
Adults respond with empathy when a child is upset or struggling, showing understanding and validating the child's feelings rather than dismissing them.
- 3. Listening and Reflecting**
Staff take time to listen to the child's perspective and reflect back what they hear, helping the child feel heard and understood.
- 4. Setting Limits and Teaching Skills**
While emotions are accepted, certain behaviours may not be. Emotion coaching involves setting clear boundaries and teaching appropriate ways to cope or respond.
- 5. Problem-Solving Together**
Teachers guide children in thinking through solutions to problems or conflicts, encouraging resilience and emotional regulation.

Benefits of Emotion Coaching:

- Improves behaviour and reduces conflict
- Enhances emotional resilience and self-regulation
- Strengthens teacher-student relationships
- Supports mental health and wellbeing
- Creates a more inclusive and empathetic classroom environment

Appendix 2

Christ Church CE Primary Academy

R.E.S.P.E.C.T

Practical Steps in Managing and Modifying Poor Behaviour

'Chance to Change'

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