



POSITIVE RELATIONSHIPS (BEHAVIOUR) POLICY



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*"Small school, big hearts.
Wise, responsible, kind like the Good Samaritan."*

Our Mission Statement

We are a caring, village school which promotes Christian values, where each child receives a high standard of education that is broad, challenging, exciting and encourages creative thinking. We encourage every learner to be the best they can be, to reflect and plan the next steps in their learning journey, demonstrating a respect towards others and contributing to the communities of which they are a part.

Our Vision

Our vision is to nurture unique individuals who are outstanding learners, demonstrating wisdom, responsibility and kindness within their communities. Using the Good Samaritan as our role model, we know that loving others as we are loved is upmost for happy, healthy lives.

Values

Wise - we think wisely and are committed to learning. We relish and retain knowledge and value high standards. We have high expectations, high aspirations and enjoy challenge. Like the wise man who built his house upon the rocks (Matthew 7), we think creatively and use learning to make good decisions. We have firm foundations for our lives.

Responsible – we are responsible for ourselves – our well-being, our behaviour and our learning. We strive to be the best people we can be and the best person for others. We have a responsibility to others inside and out of school and at times need to be patient, tolerant and courageous in demonstrating this. As Noah had to step up when God asked him to, so must we. We are a school family whose strength is in our ability to work together. We know that perseverance and hard work will bring reward and that resilience is about coping with challenges positively.

Kind - we are kind. Through support, nurture and understanding we all flourish. Each one of us is unique – on the outside and inside. We value diversity and respect difference. There are hundreds and thousands, millions of us but God knows everyone and God knows me!

Curriculum Intent

Our curriculum is designed around our Christian values. Each term, we focus on 2 values across the school and develop a working understanding of them through our choice of texts and foundation subject learning, embedding reading and maths at the core. Our approach is to deliver learning which excites and inspires, provides opportunity for recap and challenge, raises questions for debate, develops learners' confidence and enables independent learning to flourish. High standards, collaboration and valuing individuals' well-being is at the heart of this process. We believe that how we teach is as important as what we teach and that enrichment experiences are an entitlement. We want our curriculum to enable our children to be wise, responsible and kind in line with our school core values.

Our approach

Relationships are at the heart of all our work together in school. They have a significant impact on the wellbeing and success of every child and adult. We know that the emotional climate in our school is vital. All children and staff need to feel a strong sense of human warmth as part of their daily life in school: to feel connected.

Children who feel safe, secure, connected and supported are better able to learn, develop positive relationships and manage the challenges they encounter.

It is our role to be attentive to children's emotional wellbeing and proactive in helping them to recognise, understand and express their emotions safely and without judgement. We support children to develop strategies to regulate their emotions, build positive relationships and be ready to learn. Time invested in relationships and pastoral support is an essential part of enabling children to thrive.

Our values (not rules) guide our relationships and choices – be wise, be responsible, be kind.

This policy should be read alongside the Cambrian Learning Trust Relational Behaviour Policy, which provides the overarching framework for behaviour across all Trust schools. This policy sets out how the Trust's relational and restorative approach is implemented at Buckland Church of England Primary School through our values, expectations and local procedures. It should also be read alongside the Trust's Anti-Bullying Policy, Restrictive Interventions and Reasonable Force Policy, Suspensions and Permanent Exclusions Policy, SEND and Inclusion Policy, and Child Protection and Safeguarding Policy, where relevant.

Our Aims

- To promote positive, respectful relationships and create a calm, safe and supportive environment in which all children can learn and thrive.
- To support children to recognise and understand their emotions, develop strategies to regulate them and know when and how to seek help.
- To help children understand how their behaviour affects others, take responsibility for their actions and, where things go wrong, reflect on and put things right.
- To develop resilience, independence and positive attitudes to learning and relationships, while recognising that some children will need additional support and reasonable adjustments to achieve this.
- To ensure a consistent whole-school approach, with staff, children and parents working together to support positive relationships and behaviour.

Whole school approach

We use My Happy Mind throughout school to support children's emotional wellbeing, resilience and self-regulation. Children are taught to recognise and understand their emotions and develop strategies to help them regulate, build positive relationships and be ready to learn. Adults support children through co-regulation when needed. We recognise that behaviour can communicate an

underlying need and seek to understand and respond to that need without diluting our expectations.

Ethos

At Buckland, positive relationships are central to school life and shape the way we behave towards and interact with one another. We have clear expectations for behaviour throughout the school day – in lessons, at playtimes and lunchtimes, when moving around school, during clubs and activities, and when representing the school beyond the school site.

We recognise that relationships can sometimes be difficult and that children are still learning how to understand and manage their emotions and behaviour. We teach children to recognise and understand their emotions, develop strategies to regulate them and seek help when they need it. Adults support children through positive relationships and co-regulation where needed.

Children are taught to treat others with kindness, dignity and respect, to consider how their actions affect others and to take responsibility when things go wrong. Our values of being Wise, Responsible and Kind, together with our Rights Respecting approach, provide a shared language for these conversations.

We place a high value on good manners and consideration for others. Children are expected to be polite and courteous, to greet others, listen when others are speaking and remember simple courtesies such as saying please and thank you. We believe that good manners are an important life skill and contribute to a respectful, welcoming and caring school community.

Prevention and early support

We believe that strong relationships, clear expectations and early support are the most effective ways to promote positive behaviour. Adults notice, praise and recognise positive behaviour and use it to model the expectations and values of our school.

We explicitly teach children the skills they need to understand their emotions, develop positive relationships and manage difficult situations. My Happy Mind and Jigsaw PSHE support this across the school. For our youngest children, we also use the Social and Emotional Curriculum developed by the Mulberry Bush School, providing developmentally appropriate teaching around emotional literacy, relationships and self-regulation.

Staff know our children well and make time for them to talk about their emotions, thoughts and worries. Children are encouraged to recognise strategies that may help them, to solve problems and to seek help when they need it. Where additional support is needed, children may access targeted pastoral support, including support from our Emotional Literacy Support Assistant (ELSA).

When difficulties arise, adults take time to listen and help children understand what has happened, how they and others have been affected and what might help to put things right. We use a restorative approach, adapted to the age and individual

needs of the children involved. Restorative conversations take place when children are emotionally ready to participate.

Key questions may include:

What happened?

How are you feeling?

Who has been affected and how?

What needs to happen to put things right?

What could help us to stop this happening again?

All adults have a responsibility to model positive relationships and to support children in developing positive behaviour. Where children's behaviour does not meet our expectations, it is addressed calmly and consistently. Children are also encouraged to support one another and contribute positively to the school community.

Each September, we take time to explore and discuss our expectations, how our values of being Wise, Responsible and Kind guide us, and how we respect and uphold the rights of others. Each class develops its Rights Respecting Schools Classroom Charter as part of this process, and these expectations are revisited throughout the year.

How we develop positive relationships

Teaching and modelling positive relationships

- Adults model the kindness, respect, good manners and consideration we expect from children.
- Children are supported to recognise and understand their emotions, reflect on their behaviour and consider how their actions affect others.
- Expectations are applied calmly, fairly and consistently, taking account of individual needs and reasonable adjustments.
- Our values of being Wise, Responsible and Kind and our Rights Respecting Schools Classroom Charters provide a shared language for discussing relationships and behaviour.
- Children are explicitly taught about respect, inclusion, difference and positive relationships through the wider curriculum, Jigsaw PSHE, My Happy Mind and, for our youngest children, the Mulberry Bush Social and Emotional Curriculum.

Building confidence, belonging and self-esteem

- Adults notice and acknowledge children's effort, progress, positive behaviour and contribution to school life.
- Children are encouraged to recognise their strengths, develop confidence and experience success.
- Learning and support are adapted appropriately so that all children can participate, experience success and develop increasing independence.
- Children know that there are trusted adults in school with whom they can share their feelings, worries or concerns.

- Where children need additional help, appropriate pastoral, SEND or external support is put in place.

Developing responsibility and independence

- Children are given meaningful responsibilities within their classrooms and across the school and are encouraged to contribute positively to their school community.
- Classroom routines encourage children to become increasingly independent and take responsibility for themselves, their learning and their environment.
- Children are encouraged to solve problems, seek help appropriately and take responsibility for putting things right when things go wrong.
- Pupil voice and leadership opportunities enable children to contribute to decisions and the life of the school.

Encouraging interest and motivation

- Provide well-planned and varied learning opportunities in which children can reinforce their knowledge and understanding, solve problems, engage in practical activities and work creatively;
- Provide a wide range of special events and experiences throughout the year, including class performances and assemblies, trips and visits, themed events, sporting activities and other enrichment opportunities.

Teaching children to understand the importance of respect for others

- Ensure that staff in the school show respect for all children without judgement.
- Create an atmosphere where children can talk to staff about their feelings, problems and concerns.
- Provide regular opportunities for children to discuss relationships, emotions, respect and issues which are important to them.
- Use the curriculum to teach children about people with different lives to themselves.
- Use Jigsaw PSHE, My Happy Mind and the Social and Emotional Curriculum to support this learning.

Working in partnership with parents and carers

- Ensure parents and carers are aware of the school's Positive Relationships Policy, expectations and approaches to supporting children.
- Communicate with parents and carers about positive behaviour and achievements, as well as where there are concerns about a child's behaviour or relationships.
- Involve parents and carers at an early stage where concerns are ongoing, working together to understand the child's needs and agree appropriate support and strategies.
- Provide open and honest information about children's relationships, behaviour and personal development through conversations with parents, parent-teacher meetings and reports.

Rights Respecting Schools Classroom Charter

Each autumn, every class works together to create a Rights Respecting Schools Classroom Charter. The charter helps children to understand the rights of everyone in our school community and the actions we can take to respect and uphold those

rights. Our charters are rooted in the UN Convention on the Rights of the Child and reflect our school values of being Wise, Responsible and Kind. They are displayed in classrooms and are regularly referred to throughout the year to support positive relationships, behaviour and learning.

Through our whole-school commitment to Rights Respecting Schools, children learn that rights belong to every child and cannot be taken away, and they are encouraged to respect and uphold the rights of others.

Responding when behaviour does not meet expectations

We encourage children to think about the effects of their actions on themselves and others. Most low-level behaviour concerns can be addressed through a reminder of expectations, a conversation or support to regulate. We recognise that mistakes happen and seek to help children understand what has gone wrong, repair relationships and develop strategies which may help in future. Sometimes children need time and support to regulate before they are ready to reflect and put things right.

When behaviour does not meet our expectations, staff respond calmly, consistently and proportionately. Behaviour which falls below our expectations will always be addressed. Depending on the behaviour, circumstances and individual needs of the pupil, responses may include a reminder of expectations, support to regulate or reset, a restorative conversation, an appropriate consequence, completion of missed learning, loss of a privilege, working temporarily away from the class, involvement of a senior member of staff and/or communication with parents.

Serious incidents, or persistent behaviour which continues despite support and intervention, may be referred immediately to the Headteacher or another member of the Senior Leadership Team.

At lunchtime, children will be reminded of expectations and supported to regulate where necessary. Where behaviour continues, an appropriate and proportionate consequence will be used. This may include spending part of the remaining lunchtime with an adult to reflect, regulate and prepare to return successfully to play. Class teachers will be informed of significant or repeated incidents.

There may be occasions when serious behaviour requires the immediate involvement of the Headteacher and parents. Each case will be considered according to its individual circumstances. Whilst expectations remain consistently high for all pupils, the support and response required may differ according to individual need. Staff work proactively to identify strategies which support pupils to regulate and prevent escalation. Clear boundaries, alongside care and understanding, are essential.

Equity means recognising that treating every child fairly does not always mean treating every child in exactly the same way. Reasonable adjustments and individualised responses are used where necessary to enable pupils to meet our expectations.

Following significant or repeated incidents, children may be supported to reflect verbally, through drawing or by completing a reflection sheet, according to their age and individual needs. This helps them to consider what happened, how they were feeling, who was affected and which strategies may help them to regulate and respond differently in future.

Behaviour incidents are recorded promptly on CPOMS, so that relevant staff are informed, appropriate support can be provided and patterns in behaviour can be identified and monitored.

Additional support

Reasonable adjustments will be made where necessary for pupils with SEND or disabilities to enable them to meet our behaviour expectations. Some pupils may have an individual plan and/or risk assessment which identifies strategies to avoid escalation and encourage positive outcomes. Consistency in following these plans is vital, and they are shared with relevant staff, the pupil and their parents.

Daily support may be needed to help pupils manage their emotions, enabling them and others to learn, play and enjoy their day. Positive, respectful relationships with trusted adults are key and are developed through relationship building, trust, consistency and follow-through.

Staff receive appropriate and ongoing training in relational and restorative practice, SEND, trauma-informed approaches and supporting pupils' emotional regulation. We recognise that every child is different and may require an individual response. We understand that for some pupils with additional needs, behaviour which does not meet our expectations may not be a conscious choice.

Formal disciplinary procedures

Serious incidents or behaviour (e.g. bullying, malicious assault or theft) should be referred immediately to the Headteacher. Where appropriate, another adult should be present when a child is spoken to.

The school follows the Cambrian Learning Trust Restrictive Interventions and Reasonable Force Policy. Staff will always seek to prevent and de-escalate situations wherever possible. Where the use of reasonable force or another restrictive intervention is necessary, it will be used in accordance with the Trust policy and will be reasonable, necessary and proportionate to the circumstances.

Reasonable force and restrictive interventions will never be used as a punishment or sanction. Any significant incident will be recorded, reported and followed up in accordance with the Trust policy.

Only the Headteacher, or Acting Headteacher, can suspend or permanently exclude a pupil. Suspension may be considered following a serious incident or extreme behaviour, for example physical assault against another child or adult, or following persistent behaviour which does not meet the school's expectations. Where there are ongoing concerns, parents will be involved at an early stage and appropriate support and strategies will be put in place. All suspensions and

permanent exclusions will be managed in accordance with the Cambrian Learning Trust Suspensions and Permanent Exclusions Policy.

Bullying (see Cambrian Learning Trust Anti-Bullying Policy)

The school follows the Cambrian Learning Trust Anti-Bullying Policy. Bullying is defined as "the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face and online."

Bullying of any kind is unacceptable and will not be tolerated. We work proactively to create a culture in which children feel safe, valued and confident to report concerns. Staff are vigilant to hurtful behaviour, including 'banter', unkindness and online behaviour, and concerns are taken seriously and acted upon.

Reports of bullying will be investigated and responded to in accordance with the Trust Anti-Bullying Policy and Buckland's relational and restorative approach. Responses will be appropriate to the individual circumstances and may include restorative work, support for pupils who have been harmed, work with pupils displaying bullying behaviour, involvement of parents, appropriate sanctions and ongoing monitoring. Incidents of bullying will be recorded and monitored in accordance with Trust procedures.

External support

Where additional support is needed, the school will work with parents and seek advice and support from relevant professionals and external agencies as appropriate to the individual needs of the child. This may include support from the Cambrian Learning Trust Inclusion Team, Educational Psychology Service, CAMHS, School Nursing Team, Local Authority services and other specialist or therapeutic services.

Implementation

- Children are actively involved in understanding and applying this policy through our school values, Rights Respecting Schools Classroom Charters, My Happy Mind, Jigsaw PSHE and regular opportunities for discussion and reflection.
- Our values of being Wise, Responsible and Kind are explicitly taught, modelled and referred to throughout school life.
- All staff are responsible for implementing the policy consistently, modelling positive relationships and reinforcing expectations through everyday interactions with children.
- The principles of the policy are shared with parents and carers, and we work in partnership with families to support positive relationships and behaviour.

Review

Policy to be reviewed each September.

How we will know the policy is working

- The policy is understood and consistently applied by staff throughout the school.

- Children feel safe, valued and respected.
- Children understand our school values and the rights of others and can explain how these guide our relationships and behaviour.
- Children increasingly use strategies to understand and regulate their emotions and respond positively to different situations.
- Children develop positive, respectful relationships and feel confident to seek help when things go wrong.
- Incidents are dealt with consistently and effectively, with patterns of behaviour identified and appropriate support put in place.
- Children are able to learn effectively and the school has a positive, inclusive culture in which all children can thrive.

APPENDIX 1

Buckland school values - Be wise, be responsible, be kind

This means we:

- treat others with kindness, dignity and respect
- respect the rights of others and help everyone to feel safe and included
- take responsibility for our actions and put things right when things go wrong
- listen to others and speak respectfully
- use strategies to help us understand and regulate our emotions
- ask for help when we need it
- behave safely and follow reasonable instructions from adults
- take care of our school, our belongings and the belongings of others
- approach our learning positively and try our best

Recognition and celebration

Positive behaviour, effort and contribution are noticed, recognised and celebrated throughout school. We recognise children who demonstrate our values of being **Wise, Responsible and Kind**, respect the rights of others and contribute positively to our school community.

Recognition and celebration may include:

- specific praise and encouragement
- house points
- positive feedback shared with parents and carers
- Fruits of the Spirit cards
- recognition in class or whole-school worship
- certificates and celebration of achievements
- Headteacher recognition or a visit to share an achievement
- opportunities to take on responsibilities and contribute to school life