POSITIVE RELATIONSHIPS & BEHAVIOUR POLICY

St George's CE Primary School

September 2026

Policy lead	Executive Headteacher/Head of School
Approved by	Governing Body
Date approved	September 2026
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Linked policies	Safeguarding and Child Protection Policy; SEND Policy; Suspensions & Exclusions Policy; Equality Policy; Anti-Bullying Policy; PSHE inc RSE Policy; Attendance Policy; Health and Safety Policy.

1. Vision and Purpose

At St George's CE Primary School, we believe that positive behaviour is developed through positive relationships.



We are committed to creating a safe, nurturing and inclusive learning environment where every child is known, valued and supported to flourish academically, socially and emotionally.

We recognise that children learn best when they feel safe, respected and connected to the adults around them. Our approach to behaviour is therefore relational, restorative and rooted in consistently high expectations.

We believe that all behaviour is communication. Adults have a responsibility to understand the reasons behind behaviour whilst maintaining clear boundaries and supporting children to make positive choices.

This policy applies to all members of our school community including pupils, staff, governors, volunteers, parents/carers and visitors.

2. Our School Expectations

At St George's there are three expectations which underpin everything we do:

READY	RESPECTFUL	SAFE
Ready to learn, listen and contribute positively.	Kind, considerate and respectful towards self, others and property.	Choices that keep themselves and others physically and emotionally safe.

These expectations apply:

- in classrooms
- around school
- during collective worship
- at playtimes and lunchtimes
- on educational visits
- before and after school where behaviour impacts the school community.

All adults are expected to consistently model Ready, Respectful and Safe through their interactions with children and one another.

3. Our Relational Approach

Positive relationships are the foundation of successful behaviour management.

We believe that every child deserves to be treated with dignity, patience and respect, even when their behaviour is challenging.

Adults will:

- *greet children warmly each morning*
- *build trusting relationships with pupils and families*
- *use calm, consistent language*
- *establish predictable routines*
- *maintain clear and fair boundaries*
- *notice and recognise positive behaviour*
- *listen carefully before responding*
- *repair relationships following difficulties.*

Praise in Public - Reprimand in Private

Whenever possible, adults will celebrate positive behaviour publicly whilst addressing behaviour that does not meet expectations discreetly and respectfully.

Corrections should preserve a child's dignity and should always focus on the behaviour rather than the child.

4. Adult Conduct and Consistency

Children thrive when adults respond consistently. All staff will:

- *use a calm and measured tone*
- *avoid shouting unless required in an emergency to maintain safety*
- *give clear and concise instructions*
- *allow appropriate processing time*
- *model respectful communication*
- *avoid sarcasm, humiliation or public confrontation*
- *use positive language wherever possible*
- *maintain professional boundaries at all times.*

Consistency does not mean treating every child identically. It means responding fairly whilst recognising individual needs and making appropriate reasonable adjustments.

5. Quality First Practice

The majority of behavioural needs should be supported through high-quality inclusive teaching and effective classroom practice.

Strategies include:

- *meet and greet at the classroom door*
- *consistent daily routines*
- *visual timetables*
- *pre-empting changes to routines*
- *clear learning expectations*
- *appropriate challenge and adaptive teaching*
- *positive language*
- *first attention to best conduct*
- *specific verbal praise*
- *effective use of the school's reward systems*
- *organised learning environments*
- *purposeful seating arrangements*
- *clear transitions between activities*

- adults proactively moving to support pupils
- opportunities for movement and sensory regulation where appropriate.

Our aim is always to prevent difficulties before they escalate.

6. Recognition and Praise

At St George's we recognise effort, perseverance, kindness and positive behaviour alongside academic achievement.

Children may be recognised through:

- verbal praise
- Dojos
- praise slips
- stickers
- Special Mentions
- celebration assemblies
- communication with parents/carers.

Praise should be specific and meaningful.

> *"Thank you for being respectful by listening carefully whilst your partner was speaking."*

Where possible, recognition should celebrate children demonstrating our expectations and living out our Christian values within daily school life.

7. Supporting Behaviour Before Escalation

Before moving to any formal response, adults should consider whether a child requires additional support.

Questions adults should reflect upon include:

- Does the child understand the task?
- Are the instructions clear?
- Is the work appropriately challenging?
- Is the child experiencing friendship difficulties?
- Has there been a change in routine?
- Could the child be anxious, tired or unwell?
- Are there unmet emotional or sensory needs?
- Does the child require an identified reasonable adjustment?

Possible strategies include:

- chunking instructions
- movement or regulation breaks
- check-ins with a trusted adult
- supportive seating
- personalised visual supports
- Now and Next boards
- task plans
- sensory strategies
- additional modelling
- personalised encouragement
- structured responsibilities to support transitions.

These approaches should be used proactively wherever appropriate.

8. Responding to Behaviour That Does Not Meet Expectations

Our response follows a clear graduated approach. The purpose is not punishment. The purpose is to help children regulate, reflect, repair and return successfully to learning.

Tier 1 - Prevent and Support

Adults use quality-first strategies and reasonable adjustments to support the child before behaviour escalates. The child remains within the classroom and is supported through positive relationships and adaptive practice.

Tier 2 - Quiet Reminder

If behaviour continues, the adult will provide a calm and discreet reminder. The reminder should:

- identify the behaviour
- link it to Ready, Respectful or Safe
- clearly state the expected behaviour
- avoid confrontation or public attention.

> *"You are talking whilst others are learning. That is not respectful. I need you to listen now and show me respectful learning."*

Adults should always focus upon the behaviour rather than labelling the child.

Tier 3 - Restore Within the Classroom

If behaviour continues despite appropriate support and reminders, the child will remain behind briefly at the end of the session for a restorative conversation.

The conversation should include:

- What happened?
- What were you thinking?
- How has this affected others?
- What needs to happen next?
- How can we move forward?

The discussion should conclude positively with a reminder that the next session is a fresh opportunity. Children should never leave the conversation feeling rejected or labelled.

Tier 4 - Reset in a Partner Classroom

Where behaviour continues to significantly disrupt learning despite previous support, the child may complete the remainder of the session in a designated partner classroom or agreed reset space.

The purpose is to provide an opportunity for regulation and a successful reset rather than exclusion from learning.

Procedures:

- work accompanies the child (the work needs to be maths -preferably calculations-which the child can access independently)
- the receiving classroom continues teaching without interruption
- interaction is kept to a minimum to allow the child to regulate
- the delivering adult ensures the child is settled appropriately

- the class teacher conducts a restorative conversation before the next session
- the child is welcomed back positively and reminded that they are a valued member of the class community.

Tier 4 incidents must be recorded on CPOMS. Parents/carers should be informed verbally on the same day.

9. Restorative Practice

Restoration is central to our approach. However, children cannot engage meaningfully in reflection whilst highly dysregulated.

REGULATE - RELATE - REPAIR

Restorative conversations should only take place when the child is emotionally ready.

Questions may include:

- What happened?
- What were you thinking at the time?
- How were you feeling?
- Who has been affected?
- What could you do differently next time?
- What needs to happen to repair the relationship?

Restoration does not remove consequences where these are necessary. Instead, it ensures children understand the impact of their behaviour and are supported to repair relationships.

10. Serious Behaviour Incidents

Some incidents require immediate involvement from a senior leader because of their seriousness.

Examples include:

- significant physical aggression
- deliberate injury to another person
- threatening behaviour
- serious abusive language
- discriminatory language or behaviour
- inappropriate sexualised behaviour
- behaviour presenting a significant risk to others.

The immediate priority will always be:

1. safety
2. regulation
3. investigation
4. restoration
5. appropriate consequence where required.

Incidents will be recorded factually on CPOMS. Parents/carers will be informed appropriately. Where necessary, further support, risk assessment or external agency involvement will be considered.

11. Playtimes and Lunchtimes

The same expectations of Ready, Respectful and Safe apply throughout the school day.

Adults on duty should:

- spread out across designated areas
- actively supervise pupils
- encourage positive play
- teach playground games
- intervene early to prevent friendship disputes escalating
- model respectful communication
- use calm, positive language.

When resolving friendship difficulties, adults should use restorative questions such as:

- What happened?
- How are you feeling?
- What were you thinking?
- Who has been affected?
- What is needed to make things better?
- How can we move forward?

Where behaviour continues despite adult intervention, the child may be referred to the appropriate senior leader for further support and restoration.

12. SEND, Inclusion and Reasonable Adjustments

St George's is committed to ensuring that every child can successfully meet our expectations.

We recognise that some pupils may require reasonable adjustments because of:

- Special Educational Needs and Disabilities
- communication difficulties
- sensory needs
- neurodiversity
- social, emotional or mental health needs
- identified individual circumstances.

Reasonable adjustments are not lowered expectations.

They are supportive strategies which enable children to access learning and demonstrate Ready, Respectful and Safe successfully.

Where patterns of behaviour emerge, staff will work collaboratively with the SENDCo, parents/carers and relevant professionals to identify appropriate support.

13. Individual Support Plans

Where there is a significant or ongoing concern regarding a child's behaviour, an individual support plan may be implemented.

This will normally involve:

- class teacher
- teaching assistant
- senior leader
- SENDCo where appropriate
- parents/carers
- external professionals where required.

The plan will identify:

- strengths
- known triggers
- successful regulation strategies
- reasonable adjustments
- agreed adult responses
- targets for improvement
- review arrangements.

Support plans should be reviewed regularly and at least every six weeks. Parents/carers must be involved throughout the process.

14. Communication with Parents and Carers

We value strong partnerships with families.

Parents/carers should be informed of significant behavioural incidents and ongoing concerns so that there are no unexpected surprises.

Communication should be:

- timely
- factual
- respectful
- solution focused.

Where appropriate, conversations should focus upon working together to support the child's success rather than assigning blame. Positive behaviour should also be shared regularly with families.

15. Recording Behaviour on CPOMS

CPOMS is used to record safeguarding concerns and significant behaviour incidents.

Entries must be:

- factual
- professional
- objective
- free from opinion or emotive language.

Staff should record using the ABC approach where appropriate:

A - Antecedent: What happened immediately before the behaviour?

B - Behaviour: What was observed?

C - Consequence: What happened immediately afterwards?

Records should describe behaviours accurately rather than making assumptions about intention.

16. Roles and Responsibilities

All Staff

- modelling Ready, Respectful and Safe
- building positive relationships
- applying this policy consistently
- using restorative approaches
- recording significant incidents appropriately

- communicating concerns to senior leaders when required.

Class Teachers

- establishing consistent routines
- creating positive classroom cultures
- implementing Tier 1 strategies
- leading restorative conversations
- communicating appropriately with parents/carers
- overseeing individual support plans where required.

Senior Leadership Team

- supporting staff with serious incidents
- ensuring consistent implementation
- monitoring behaviour patterns
- supporting restorative practice
- working with SENDCo and external agencies where appropriate
- ensuring safeguarding responsibilities are upheld.

SENDCo

The SENDCo will support staff in identifying reasonable adjustments and developing appropriate support strategies for pupils with additional needs.

Parents/Carers

Parents/carers are expected to work collaboratively with the school in supporting their child to demonstrate Ready, Respectful and Safe.

17. Fresh Starts

Every child deserves the opportunity to begin again.

Following restorative conversations or consequences, adults should intentionally welcome children back into learning.

Children should understand that whilst behaviour may be challenged, their worth and place within our school community never changes.

We are committed to ensuring every child feels:

- known
- valued
- respected
- supported
- capable of success.

18. Monitoring and Review

The effectiveness of this policy will be monitored through:

- behaviour records
- CPOMS analysis
- pupil voice
- staff feedback
- parental feedback
- governor monitoring
- SEND review processes.

The policy will be reviewed annually or earlier where legislation or school circumstances require.

Related Policies

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy
- SEND Policy
- Exclusions Policy
- Equality Policy
- Anti-Bullying Policy
- PSHE Policy
- Attendance Policy
- Health and Safety Policy.