



'Let all that you do be done in Love' 1 Corinthians
16:14



The example of Jesus Christ and the Good news that
He brings inspire St George's to be a place of hope and a caring
and inclusive community in which we all

Love to learn and Learn to Love.

St George's CE Primary and Nursery School

Relationships Policy

<u>Date agreed:</u>	November 2025
<u>Review Date:</u>	November 2027

At St George's, we believe that displayed behaviour is a communication of emotions. We believe that we, as adults, have a responsibility to teach children how to manage and deal with their emotions in appropriate ways. Positive relationships are key to understanding children's behaviour, and therefore essential in supporting children to manage and regulate their emotions, which may be communicated through their behaviour. Some children may find this more difficult than others, and some children may display more extreme emotions than others. School will support families who are also finding behaviour at home difficult to manage and will work together to find solutions, as we believe that working in partnership will best support the child. This could be using an Early Help Assessment to determine what additional support could be offered, or through school-based support.

Our behaviour system is rooted within our core values of **Love, Hope, Compassion, Honesty, Friendship, Forgiveness and Thankfulness**, and is based on the principles of Restorative Justice – encouraging children and staff to take responsibility for their own emotions, behaviour and reactions through honest reflection, and to work with others to decide an outcome which satisfies everyone involved. It believes that changes in behaviour happen when everyone is treated with dignity and respect. As children and adults learn to be more self-aware, there is the understanding that our vision of "Let all that we do be done in love," becomes a daily lived experience with the hope of restoration when we inevitably make mistakes. The Goodness and Mercy resources form the basis of our relationships education.

This resource aims to fully support the Church of England vision for education: "I come that they may have life in all its fullness" (John 10:10). This scripture grounds us in the recognition that having a positive relationship with ourselves and with others is foundational for a complete and fulfilled life.

Staff meetings encourage reflection and opportunities for learning from each other and whole school training is provided to enable all staff to be equipped to deal with difficult, dangerous or dysregulated behaviour. Our aim is to Praise in Public (PIP) and Reprimand in Private (RIP).

Language used in school helps to encourage positive attitudes, and challenges the belief that we cannot change – that behaviours are fixed. Children learn about Growth Mindset and the use of Building Learning Powers to develop their thinking and realise that mindsets can change.

These approaches encourage pro-social behaviours such as collaboration, perseverance, listening and empathy, noticing and managing distractions. Weekly Learning Heroes, who have used these learning muscles, are acknowledged at our weekly 'Let Your Light Shine' Celebration Worship.

A focus on building positive relationships acknowledges their vital importance to our mental health. We use the Five Ways to Wellbeing as a tool to help us understand that behaviours such as giving and connecting with others benefits our own wellbeing as well as building others up, through class-based activities and themed weeks. My Happy Mind, a whole school approach to positive mental health and wellbeing, helps children to understand more about the science of how their brain works and strategies that they can use to promote positive mental health and support them when they are experiencing challenging emotions. We believe in supporting both staff and Parent wellbeing alongside the children and actively encourage all our adults and families to get involved.

St George's emphasis on promoting kindness and thoughtfulness towards others helps reduce the opportunities for bullying to occur. Children are encouraged to understand the difference between being unkind or thoughtless and repeatedly and intentionally making another child unhappy or afraid. If bullying occurs, staff will work with those involved to find out what has happened and through reflection and communication, work towards an outcome where children, staff and parents are satisfied. School will adhere to the Anti-Bullying Policy.

Our Christian values, Love, Hope, Friendship, Compassion, Forgiveness, Honesty and Thankfulness are explored through Collective Worship and class responses, circle times and class discussions. ETHOS group seek to explore how we put our values into practice in order to make school a better place for everyone, but also how our values can impact on our community and the wider world.

Explicit teaching of our core values and living these out, alongside learning how to regulate emotions through the Zones of Regulation and learning through My Happy Mind, are the foundations of our behaviour system and are celebrated and affirmed through a series of rewards and consequences.

The Zones of Regulation aims to teach children the range of emotions that they will experience, related vocabulary, and strategies to manage and control these feelings and associated behaviours. It aims to teach children that all emotions are appropriate at different times and in different situations, but also how to regulate these emotions appropriately and empower children to take responsibility for their behaviour. Zones of Regulation zones, emotions and vocabulary are displayed throughout school and in every classroom, alongside a 'toolkit' of strategies to regulate emotions and return to the 'green zone' – the optimum emotional zone for learning and for successful relationships.

We aim to achieve our goal of making sure that every child has the tools to thrive in the modern world.

Rewards

Children are encouraged to live out our **Core Values** and to follow the **Golden Rules** based on the Golden Rule from Matthew chapter 7 verse 12, "Do to others as you would have them do to you." These values and golden rules are displayed throughout school and in classrooms. St George's recognises the power of encouragement shown through smiles, praise, stickers, certificates and responsibilities given to children such as prefects, Family Group captains, buddies, play helpers and class monitors.

School and class incentives include:

- Celebration assemblies
- Lunchtime reward slips – for positive behaviour noticed on the playground. The class with the highest number wins the playground trophy for the week
- Class 'In It to Win It' rewards – class-based to earn target number of rewards (eg 100 marbles) for demonstrating core values through behaviour and following the Golden Rules. Class rewards are to be decided by individual classes but may include extra playtime, a trip to the park, popcorn and a movie, class baking. Some classes may find that children also need more instant rewards such as a daily or weekly raffle – selecting one ticket/marble earned that day to receive a small prize.
- Children will also continue to earn rewards in class to earn a prize box treat based on their own individual efforts in school, such as showing perseverance, meeting a personal target or producing an outstanding piece of work.

Rewards will be applied clearly and equitably to reinforce routines, expectations and norms of our school culture.

Consequences

Children are encouraged to regulate their emotions and adapt their behaviour when it does not follow the Golden Rules or Core Values through a series of consequences.

When adults notice children beginning to move out of the 'green zone', modelling strategies and encouraging the use of the toolkit will be used to support children to begin to take responsibility for their own emotions and learning behaviours. Language used by staff will be based on what children have learnt through My Happy Mind and Zones of Regulation, and follow the process and script of the Crisis Model that all staff have been trained in.

Behaviours which impact on other children will follow 'steps' and be recorded using the school procedure to enable patterns to be spotted and interventions implemented where necessary.

Nursery, Reception, Y1 and children in the Eden Room:

Step 1 – 2 verbal warnings

Step 2 – 'Thinking space' or missed outside time.

If the unacceptable behaviour continues, continue to place in the 'Thinking space'. The child will be spoken to regarding their behaviour based on the principles of Restorative Justice. The Headteacher will be informed if children there are repeated visits to the 'Thinking Space'

Teachers will discuss unacceptable behaviour with parents as they feel appropriate.

Y2 upwards:

Step 1 – 2 verbal warnings

Step 2 – 5 minutes missed playtime

Step 3 – 10 minutes missed playtime

Step 4 – Headteacher

Violence, unacceptable language, destruction - immediate Step 4 (parents informed)

Children who reach Step 3 or Step 4 will use reflection slips and discuss behaviours with individuals involved and a member of staff to reach a satisfactory outcome, based on the principles of Restorative Justice.

Staff understand that when a child is displaying difficult, distressed or dangerous behaviours, they are dysregulated and that it is necessary to help the children regulate before discussing incidents, consequences and restoration.

Consequences will be applied clearly and equitably to reinforce routines, expectations and norms of our school culture.

Playtimes and lunchtimes

At play and lunchtimes, we have a range of activities to engage children in positive play with others. Staggering lunchtimes supports play, ensuring there is more space and resources for children to use and adults to model and engage in play with children. Lunchtimes in the Hall whilst eating and time outside are supervised and led by Middays, Teaching Assistants, pastoral staff and senior leaders to model co-operation, good communication, teamwork and how to manage frustration and falling out. Children who can struggle in free times are supported by staff.

Difficult, dangerous or distressed behaviour

If children are struggling with emotions and how these impact on their behaviours, the SENDCo and pastoral staff provide interventions around social skills, anger/ anxiety management and friendships skills.

When behaviour is continually difficult, dangerous or distressed, school works with families, outside agencies and other professionals to find reasons for these behaviours and work to find solutions to managing this behaviour in different ways.

Where risk behaviours present, staff have a duty to use reasonable force (restrictive holds) to prevent harm. Reasonable force will only ever be used as a last resort where all other de-escalation techniques and non-restrictive interventions have been used.

As a last resort, exclusion from school for either a fixed term or permanently, may be used. School will follow the CDAT Exclusion Policy.