



# Positive Relationships & Positive Behaviour Policy

<b>Chair of Governors</b>	M Mortiboys	Nov 25
<b>Interim Headteacher</b>	D Marusamy	Nov 25
<b>Next review date</b>	Nov 2026	

## **Butts Primary School Positive Relationship and Behaviour Policy**

Butts Primary School has a community ethos where we all care and look after each other. We celebrate the wide diversity of our children and families and believe that we offer all children the chance to grow and develop into caring and successful members of the community.

We aim to promote a safe and secure environment in which everybody is able to learn and develop both academically and emotionally without any prejudice. We encourage tolerance, respect and awareness of others. School provides a calm working atmosphere. Good manners are encouraged and expected at all time. We promote the effective building of relationships between pupils, adults and all stakeholders.

To achieve this, we promote our four key school values:

**Be kind**  
**Be safe**  
**Be fair**  
**Be ready to learn**

### **Aims**

This policy aims to:

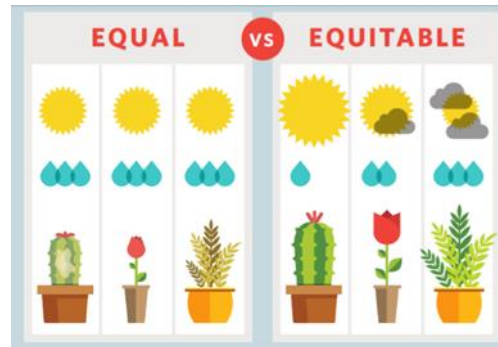
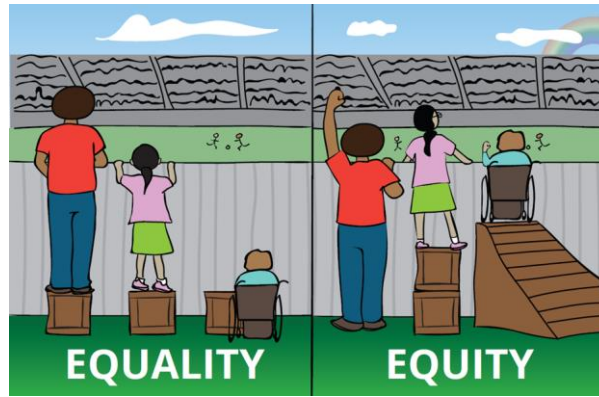
- Provide a **consistent approach** to relationships in school
- Summarise the **roles and responsibilities** of different people in the school community with regards to positive relationships
- Outline our system of **rewards**
- **Define** what we consider to be unacceptable behaviour, including bullying

### **Our expectations**

We expect that **every member of the school community feels valued and respected, and that each person is treated fairly and well.** We are a caring community, and our values are:

**Well-being**  
**Inclusion**  
**Diversity**  
**Equity**

The school's relationship policy supports the way in which all members of the school community can live and work together in a supportive way. It **promotes an environment where everyone feels happy, safe and secure.** We believe strongly in equity, rather than equality. Not all of our children families and staff need the same support, so we respond to their needs in the **best** way, not the **same** way.



### **Our principals**

1. Consistently calm adults – adults will model calm behaviour at all times.
2. First attention for best behaviour – adults will praise those pupils who are doing the right thing first. Our focus will be on our school rules (Be Kind, Be Fair, Be Safe, Be Ready to Learn).
3. Relentless routine – pupils often feel safe when there is a strong routine. We will respond to behaviour in the same way every time so that pupils will know what to expect.
4. Scripting difficult interventions – we will use Emotion Coaching techniques when supporting pupils who are dysregulated or upset.
5. Restorative follow up – we will use Restorative Practice when helping pupils who are in conflict with others.

### **Affective Statements**

Staff encountering behaviour that needs to be addressed will use Affective Statements:

When you...

I feel...

I need...

Is that ok? Is there anything you need?

#### **Example:**

When you run along the corridor, I feel anxious that you will fall and hurt yourself. I need you to walk safely. Is that ok?

### **Emotion Coaching**

Emotion Coaching helps children to understand their own behaviour by helping them to:

- Recognise the emotions they are feeling
- Understand why this happens
- Decide if these emotions are helpful to their learning
- Learn how to handle these emotions differently
- Problem solve and find their own solutions

Staff will see emotional times as opportunities for learning. They will:

- Step 1:** Recognise, empathise and validate the emotion
- Step 2:** Set limits on behaviour and discuss boundaries
- Step 3:** Problem solve with the child and support efforts to learn

**Restorative Practice**

Restorative Practice is used where two people are in conflict with each other. The lead person will ask three questions to find a solution for both people involved.

- 1. What happened?**  
What were you thinking and feeling then? What are you thinking and feeling now?
- 2. What was the impact?**  
Who was affected? How were they affected?
- 3. What can we agree on should happen now?**  
What happens next? How can we fix this? What are the consequences of your actions?

**Our Rewards**

Every child has their own Community Award booklet. There are spaces for adults to show that they have seen a child follow one of our rules.

**Be kind**

**Be safe**

**Be fair**

**Be ready to learn**

When they have filled their booklet, they will get a **Butts Community Award**, starting with Bronze, then Silver and finally Gold. A member of Senior Leadership Team will give children who have achieved an award a certificate in assembly. We reward children for effort as well as achievement. Our equitable approach means that different children will get different awards according to their needs and strengths. The booklets will be slightly different in our three Key Stages. Early Years Foundation Stage and Key Stage 1 will have class-based charts and Key Stage 2 will have individual booklets.

**Our Approach**

Sometimes we all respond in a way that is not our best. When children are dysregulated or are upset we will:

<b>Level of Restorative Conversation</b>	<b>First</b>	<b>Quiet focus</b>	The adult gives a quick, quiet reminder to the child telling them exactly which school rule they want them to follow. The adult will try to catch the child following the rule and give them verbal praise.
	<b>Second</b>	<b>Reminder</b>	The adult quietly tells the child that they are still not following the rule and sets a challenge for the behaviour they want to see to get a mark in their Community Award Booklet. The adult will try to catch the child following the rule and give them verbal praise. An award is given in the Community Award Booklet if the child meets the challenge.
	<b>Third</b>	<b>Conversation</b>	A member of Senior Leadership Team is called for to have a Restorative conversation with the child just outside the classroom. Any worries raised are dealt with – all behaviour is communication.

			The member of Senior Leadership Team prepares the child to go back into class with a new challenge set. The child will take their Community Award Booklet to the member of SLT in the next break for a follow up conversation.
	<b>Fourth</b>	<b>Serious</b>	If a serious incident occurs, a member of Senior Leadership Team will come to the classroom and go with the child to their office. The Executive Head or Head of School will talk to the child and call parents in for a meeting that day. A Restorative Conference might happen and next steps agreed. Children will be encouraged to think of their own actions to put things right again (reparation).

## **Roles and responsibilities**

### **The Governing Body**

The Governing Body will review-and approve the Relationship holding the head teacher to account for it.

### **The Heads of School/Executive Head Teacher**

The Executive Head and Head of School will review the Relationship Policy with the Governing. The head teachers will ensure that the school environment encourages positive behaviour and that staff follow this policy consistently.

### **Staff**

Staff are responsible for:

- Implementing the policy consistently
- Modelling positive behaviour using emotion coaching and restorative approaches
- Remaining calm and consistent at all times
- Recording behaviour incidents where necessary

The senior leadership team will support staff in following the policy.

### **Parents**

Parents will:

- Talk to their child about our school rules, so we all know what they are
- Talk to their child's teacher, or a member of Senior Leadership Team, if anything changes at home that might worry or upset their child
- Talk to their child's teacher, or a member of Senior Leadership Team, if they are worried about their child's relationships in school
- Receive text messages about Community Awards given out in Assembly
- Be part of our school community by supporting us while we support you

### **Bullying**

Bullying is:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

For more details please see our Anti- Bullying policy.

Bullying is never acceptable and all reports of bullying will be dealt with by the Executive Head Teacher, or Head of School.

### **Off-site behaviour**

We expect our pupils to represent our school well when they are in the community. We will use this policy to talk to pupils about their actions when they are in the community.

### **Confiscation**

Staff may confiscate any item which is harmful and not safe from pupils.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **Monitoring arrangements**

This relationship policy will be reviewed by the head teachers and the Governing Body every two years, more if there are changes to best practice or legislation. At each review, the policy will be approved by the head teachers.

## **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online.

## **Links with other policies**

This Relationship policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- E-safety policy
- SEND policy
- Anti-Bullying policy