



POSITIVE RELATIONSHIPS POLICY

DOCUMENT CONTROL

Name of Policy/Procedure	
Author	David Sandford
Version	
Applicable to	GWPA
Approved by:	LGB
Approved on:	Nov 2025
Review Cycle	Annually
Date of next review	Nov 2026
Website Publication yes/no	Yes

Positive Relationships Policy: A Therapeutic Approach to Supporting Positive Relationships

1, Aims, Values and Beliefs

'With God all things are possible' (Matthew 19:26)

This policy is based on the Christian Values of Love, Thankfulness, Wonder and Courage. It provides a framework for the creation of a happy, secure and respectful environment in which children can learn and develop into caring and responsible adults. Good behaviour is rewarded and inappropriate behaviour dealt with using a range of consequences, but the Christian message of forgiveness will be implicit in all we do. It will always be clear what behaviour we find unacceptable and not the child.

Aims of the policy

- To create a culture that makes everyone in the school community feel respected, happy and safe
- To promote a consistent approach to behaviour across the school
- To ensure the boundaries of acceptable behaviour are clear to all
- To promote courtesy, respect and acceptance of difference
- To encourage children to recognise that they have responsibility for their own actions
- Enable the children to make the 'right choices' in terms of actions and reactions
- Develop links between home and school, which will provide children with a framework of acceptable standards of social skills and behaviours
- To prevent bullying

2. Introduction

At Great Wilbraham C of E Primary Academy, we believe that behaviour is a form of communication. Our approach to behaviour is rooted in **Cambridgeshire Therapeutic Thinking**, which prioritises understanding the underlying causes of behaviour and supporting children to make positive choices. We aim to create a safe, inclusive, and nurturing environment where all children can thrive emotionally, socially, and academically. This policy outlines our expectations, strategies, and responses to behaviour, ensuring consistency, fairness, and compassion across the school.

3. Rights and Responsibilities

We believe that children's rights also come with responsibilities.

- The RIGHT to be safe and secure – *the RESPONSIBILITY to assure the safety of others*
- The RIGHT to be valued as an individual – *the RESPONSIBILITY to value others*
- The RIGHT to have their belongings safeguarded – *the RESPONSIBILITY to respect the belongings of others*
- The RIGHT to be taught effectively – *the RESPONSIBILITY to enable others to be taught*

4. Core Principles

Our behaviour policy is guided by the following principles:

- **Connection:** Relationships are central to learning and behaviour.
- **Understanding:** Behaviour is understood in context, not judged in isolation.

- **Consistency:** Expectations and responses are predictable and fair.
- **Support:** Children are supported to regulate their emotions and behaviour.

5. Expectations for Behaviour

We expect all members of our school community to:

- Be **kind**, respectful, and inclusive.
- Follow adult instructions **first time**.
- Keep hands, feet, and objects to themselves.
- Use appropriate language and tone.
- Move safely around the school.
- Take responsibility for their actions.

These expectations are taught explicitly, modelled by staff, and reinforced positively.

6. Teaching Positive Behaviour and Relationships

We teach behaviour in the same way we teach any other skill:

- **Modelling:** Adults model calm, respectful interactions.
- **Rehearsal:** Children practise routines and expectations regularly.
- **Reflection:** Opportunities are provided to reflect on choices and outcomes.
- **Repair:** Restorative conversations help rebuild relationships and trust.

We use **emotion coaching** and **therapeutic language** to help children understand and manage their feelings.

7. Recognition and Encouragement

We believe in recognising effort and progress, not just outcomes. Positive behaviour is encouraged through:

- Verbal praise and encouragement.
- Class-based reward systems.
- Special responsibilities and privileges.
- Celebration assemblies and certificates.

We avoid public shaming or comparison and focus on **intrinsic motivation** and **personal growth**.

8. Responding to Behaviour

When behaviour falls below expectations, we respond in a way that is:

- **Proportionate:** Responses match the level of concern.
- **Protective:** Safety of all is prioritised.
- **Educational:** Children learn from the experience.
- **Restorative:** Relationships are repaired.

We use a **graduated response** based on the context of the behaviour. Appropriate allowances are made for SEND children.

Low-Level Behaviour

Some examples: calling out, off-task behaviour.

Example Response:

- Non-verbal cues or reminders.
- Re-direction and positive reinforcement.

- Private conversation or reflection time.

Moderate Behaviour

Some examples: refusal, inappropriate language, unsafe movement.

Example Response:

- Time out in class or another safe space.
- Therapeutic conversation with a trusted adult.
- Reflection sheet or behaviour log (My Concern).
- Parent/carer informed.

High-Level Behaviour

Some examples: aggression, absconding, serious defiance, vandalism.

Example Response:

- Immediate adult intervention.
- Removal to a safe space.
- Senior leadership involvement.
- Individual risk reduction plan (IRRP) or behaviour support plan (BSP).
- Parent/carer meeting and multi-agency support if required.
- Possible exclusion

9. Individual Support

Some children need additional support to meet behaviour expectations. We use:

- **Individual Risk Reduction Plans (RRPs):** to identify triggers and strategies.
- **Behaviour Support Plans (BSPs):** to set goals and monitor progress.
- **Pastoral Support:** including ELSA, mentoring, and nurture provision.

We work closely with families and external agencies to ensure joined-up support.

Appropriate allowances are made for SEND children.

10. Physical Intervention

All members of school staff have a legal power to use reasonable force.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing major disorder. The decision to physically intervene depends on the individual circumstances.

Incidents where reasonable force has been used will be recorded and the parents of the child will be informed.

This section may be read in conjunction with the publication by the DfE: Use of Reasonable Force – advice for headteachers, staff and governing bodies. July 2013, updated January 2025.

11. Exclusions

Exclusion is a last resort and only used when:

- Behaviour poses a serious risk to safety.
- Other strategies have been exhausted.
- The child needs time away to reset and reflect.

We follow **ACT Multi-Academy Trust guidance** and ensure reintegration is planned and supported.

12. Roles and Responsibilities

- **Children:** are expected to follow the school code of conduct and reflect on their behaviour.
- **Staff:** model positive behaviour and relationships, build relationships, and respond therapeutically.
- **Parents/Carers:** support the school's approach and communicate openly.
- **Senior Leaders:** ensure consistency, training, and oversight.
- **Governors:** monitor the effectiveness of the policy and hold leaders to account.

13. Monitoring and Review

Behaviour is monitored through:

- Behaviour logs, My Concern and other incident reports.
- Pupil voice and wellbeing surveys.
- Staff feedback and training needs.
- Parent/carer feedback.

This policy is reviewed annually and updated in consultation with staff, pupils, and families.

14. Conclusion

Our positive relationships policy reflects our belief that **every child can succeed** when given the right support. We are committed to creating a school culture that is **happy, secure and respectful** where behaviour is explored and where children are empowered to make positive choices.

Appendix 1 – Consequence Steps

	STEPS	ACTIONS
1	Reminder	A 'nudge' in the right direction. A reminder of class expectations
2	Warning	Name the unacceptable behaviour
3	Last Chance	Give the positive choices a child can make.
4	Time Out	Ranging from their home classroom to another classroom, or a space away from others.
5	Repair	A conversation or more formal meeting

Parents will be notified at Step 4

NB – Staff have the right to accelerate the process depending on a range of factors e.g. initial offence etc.

Step 1 – Redirection and Reminder

- Non-verbal cues
- Adjusting seating plan
- Provide a distraction
- Reminder of expectations
- Show disappointment
- Remind the child of previously good behaviour
- Give the right choice (e.g. sit down in your place and open your maths book)

Step 2 – Warning

- Clear verbal warning, private where possible
- Name the unacceptable behaviour
- Outline consequences if they continue
- Think carefully about 'your next step'

Step 3 – Last Chance

- Final opportunity to engage
- Positive choice
- Ignore secondary behaviour where possible
- Refer to previous examples of good behaviour

Step 4 – Time Out

- A short time out
- Time out to be recorded
- Support from other adults where a child refuses

- Parents informed at this stage – either by phone or a conversation at the end of the day

Step 5 – Repair (restorative conversation)

Example questions:

What happened?

How did it make people feel?

How can we make this right?

What were you thinking at the time?

What have you thought since?

How have people been affected?

Who suffered as a result of the poor choices?

How can we do things differently in the future?