

Tittensor CE (VC) First School



Positive Behaviour and Relationships Policy *Learning and Growing Together as We Follow Christ*

Date Approved: September 2026

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Our Vision

At Tittensor CE (VC) First School, we believe that every child is uniquely valued. Guided by our Christian values of **Love, Faith and Hope**, we are committed to nurturing a school community where everyone feels safe, respected and able to flourish.

Positive behaviour is built through strong relationships, high expectations and consistent support. We believe that behaviour is learned and can be taught through encouragement, positive role modelling and restorative conversations.

Our aim is to develop confident, respectful and responsible learners who are equipped with the skills to make positive choices both in school and beyond.

We recognise that all behaviour communicates a need. Adults work together to understand children, remove barriers to learning and provide appropriate support so every pupil can succeed.

Aims

This policy aims to:

- create a calm, safe and inclusive learning environment where everyone feels valued
- promote respectful, positive relationships throughout the school community
- teach children the skills to manage their emotions, regulate their behaviour and resolve conflict appropriately
- encourage children to take responsibility for their actions and understand the impact they have on others
- celebrate effort, achievement and acts of kindness
- provide a consistent approach to behaviour across the whole school and during extra-curricular activities
- use restorative practice to repair relationships and promote positive outcomes
- ensure reasonable adjustments are made for pupils with Special Educational Needs and Disabilities (SEND) and those with additional vulnerabilities
- ensure that the school has zero tolerance to any kind of bullying, including: cyberbullying, prejudice-based bullying or discriminatory bullying
- work in partnership with parents and carers to support children's wellbeing and success.

Our School Expectations

Everyone at Tittensor CE (VC) First School is expected to follow our three simple school rules:

Be Respectful

We show kindness, good manners and consideration towards everyone. We respect ourselves, each other, our environment and our differences. We do not accept any kind of bullying, including: cyberbullying, prejudice-based bullying or discriminatory bullying

Try Our Best

We approach learning positively, persevere when things are challenging and take pride in everything we do.

Keep Ourselves and Others Safe

We make safe choices, look after our school environment and help everyone feel secure and valued.

These expectations are explicitly taught, regularly modelled and consistently reinforced throughout the school day.

Our Behaviour Principles

Our approach to behaviour is based on the following principles:

- Positive relationships come before correction.
- Every interaction is an opportunity to teach.
- Praise should outweigh correction.
- Consistency creates security.
- Behaviour is a form of communication.
- Children should be supported to learn from mistakes.
- Consequences should help children repair harm rather than simply punish.
- Every child deserves a fresh start.

Adults model the behaviours and values we expect to see, treating every member of the school community with dignity, fairness and respect.

Roles and Responsibilities

Governors

The Governing Board will:

- monitor the effectiveness of this policy
- ensure statutory guidance is followed
- support leaders in maintaining high standards of behaviour
- review behaviour data and monitor equality of practice.

Headteacher

The Headteacher will:

- provide strategic leadership for behaviour and inclusion
- ensure staff receive appropriate training
- promote consistency across the school
- monitor behaviour trends and implement improvements where required
- ensure reasonable adjustments are made for pupils with additional needs.

Staff

All staff will:

- build positive relationships with pupils
- consistently model respectful behaviour
- teach behaviour expectations explicitly
- use positive recognition and restorative practice
- respond calmly and fairly to incidents
- record significant behaviour concerns
- work collaboratively with families and external agencies where appropriate.

Pupils

Pupils are expected to:

- follow the school's three rules
- treat others with kindness and respect
- take responsibility for their choices
- work hard and support others
- repair relationships when mistakes are made.

Parents and Carers

Parents and carers play an essential role by:

- supporting the school's expectations and values
- encouraging good attendance and punctuality
- communicating any concerns promptly
- working in partnership with school to support positive behaviour and wellbeing.

Teaching Positive Behaviour

At Tittensor CE (VC) First School, we believe that positive behaviour is taught, modelled and encouraged every day. Just as children are taught academic skills, they are also taught the behaviours, attitudes and social skills needed to become successful learners and responsible members of our community.

Adults consistently model respectful relationships, kindness and self-regulation, creating a calm and purposeful learning environment where every child feels safe, valued and ready to learn.

Positive behaviour is promoted through:

- clear and consistent expectations across the school
- high-quality teaching and engaging learning opportunities
- positive relationships between adults and pupils
- explicit teaching of social, emotional and self-regulation skills through the curriculum
- our Christian values of Love, Faith and Hope
- praise, encouragement and celebration of success
- restorative conversations that help children reflect, repair and move forward
- strong partnerships with parents and carers.

Where additional support is needed, staff work closely with families, the SENDCo and external agencies to ensure children receive appropriate, personalised support.

Recognition and Celebration

We believe that recognising positive behaviour is one of the most effective ways to encourage children to make positive choices.

Staff aim to maintain a culture where praise significantly outweighs correction. Positive behaviour, effort and kindness are recognised consistently throughout the school day.

Children may be recognised through:

- specific verbal praise
- Class Dojo points
- stickers or stamps
- certificates and celebration assemblies
- Headteacher Awards
- sharing achievements with parents and carers
- displaying work around school
- additional responsibilities and leadership roles.

Recognition celebrates effort, perseverance, kindness, improvement and achievement as well as academic success.

Behaviour Response Pathway

When children make inappropriate choices, adults respond calmly, consistently and respectfully. The focus is always on helping children understand the impact of their behaviour, repair relationships and return successfully to learning.

Step 1 – Gentle Reminder

The adult gives a calm reminder of the school expectation and provides the child with time to respond positively.

"Remember our school rule: Be Respectful."

Step 2 – Clear Warning

If the behaviour continues, the adult explains the expected behaviour, reminds the child of the consequences of their choices and offers an opportunity to make a better decision.

"You have a choice. You can join in respectfully, or you may need some time to reflect."

Step 3 – Reflection

If necessary, the child is given a short period of reflection, either within the classroom or another agreed space, to regulate and prepare to return to learning.

Reflection is not intended as punishment but as an opportunity to reset and make positive choices.

Step 4 – Restorative Conversation

Once the child is calm and ready, an adult holds a restorative conversation to explore:

- What happened?
- What were you thinking or feeling?
- Who has been affected?
- How can we put things right?
- What will you do differently next time?

Children are supported to repair relationships and return to learning with a fresh start.

Step 5 – Individual Support

Where behaviour is repeated or indicates an underlying need, staff will:

- communicate with parents or carers
- monitor behaviour patterns
- implement personalised strategies
- involve the SENDCo or other professionals where appropriate
- develop an Individual Behaviour Support Plan where required.

Responding to Serious Behaviour

Some behaviours require an immediate response because they place others at risk or significantly disrupt learning. These may include:

- physical aggression
- deliberate harm to others
- discriminatory language or behaviour
- bullying
- serious damage to property
- behaviour that presents a significant safety risk.

In these situations, staff will:

- ensure the safety of everyone involved
- seek support from a senior leader
- investigate the incident fairly
- inform parents or carers
- use restorative practice where appropriate
- apply proportionate consequences in line with this policy
- consider additional support or intervention where necessary.

Serious incidents may result in suspension or permanent exclusion where all other appropriate strategies have been exhausted or where required by statutory guidance.

Restorative Practice

Restorative practice underpins our approach to behaviour.

Rather than asking, *"Who is to blame?"*, we ask, *"How can we repair the harm and move forward together?"*

Restorative conversations help children to:

- understand the impact of their behaviour
- develop empathy
- take responsibility for their actions
- repair relationships
- learn strategies for making better choices in the future.

Every child deserves the opportunity to learn from mistakes and begin again with dignity, encouragement and support.

Reasonable Force

The school is committed to creating a safe, calm and supportive environment where positive behaviour is promoted through de-escalation, restorative practice and strong relationships. However, there may be exceptional circumstances where it is necessary for staff to use reasonable force to prevent a pupil from causing injury to themselves or others, damaging property, or seriously disrupting the good order of the school.

Reasonable force will only be used as a last resort, when all appropriate de-escalation strategies have been considered or have been unsuccessful. Any use of force will be lawful, necessary and proportionate to ensure the safety of those involved. Staff will always seek to preserve the dignity of the child and will act in accordance with the Department for Education's guidance *Use of Reasonable Force in Schools* and the school's Physical Intervention/Positive Handling Policy.

Following any incident involving reasonable force, parents or carers will be informed as soon as practicable, the incident will be recorded, and appropriate support will be provided to both the pupil and staff involved. Wherever appropriate, a restorative conversation will take place to repair relationships and support the child's successful return to learning.