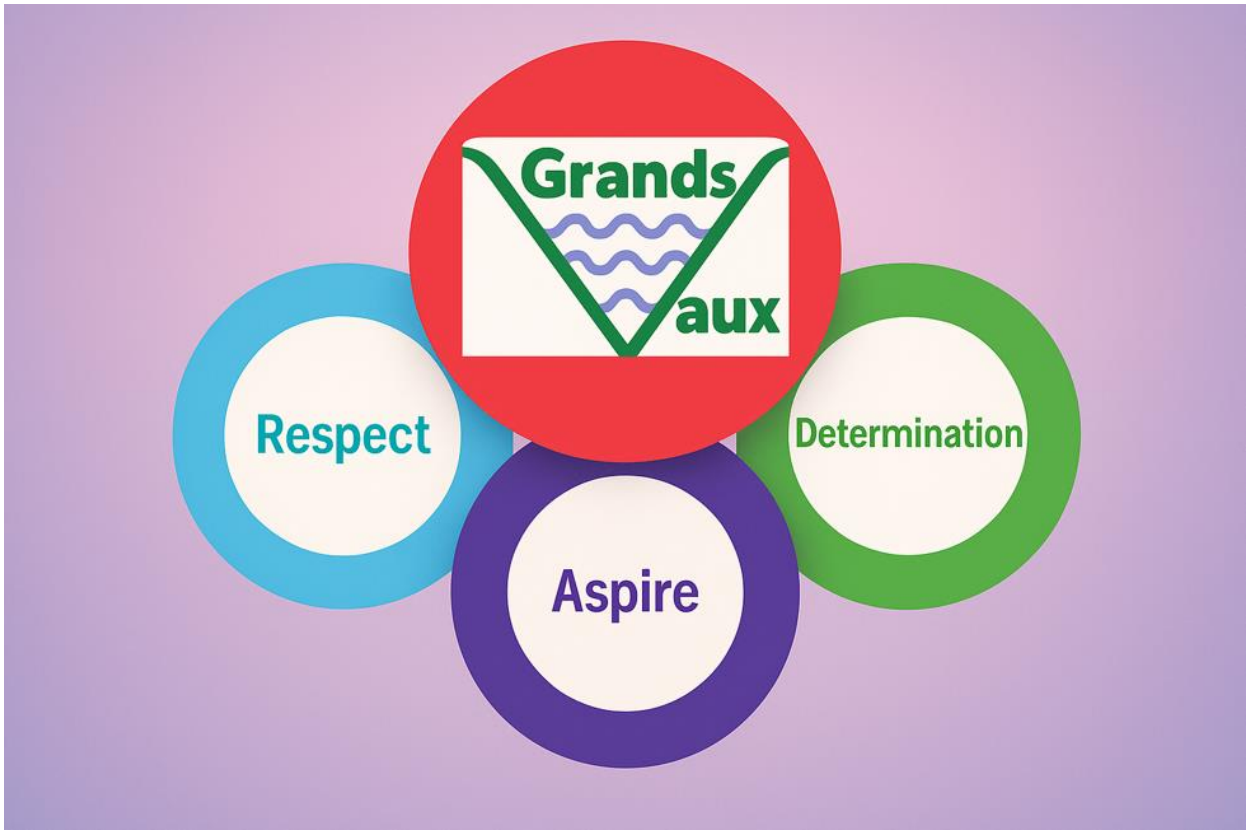
Respect Aspire Determination

Positive Relationships Policy



Agreed: September 2025 Review Date: September 2026

Positive Relationships Policy

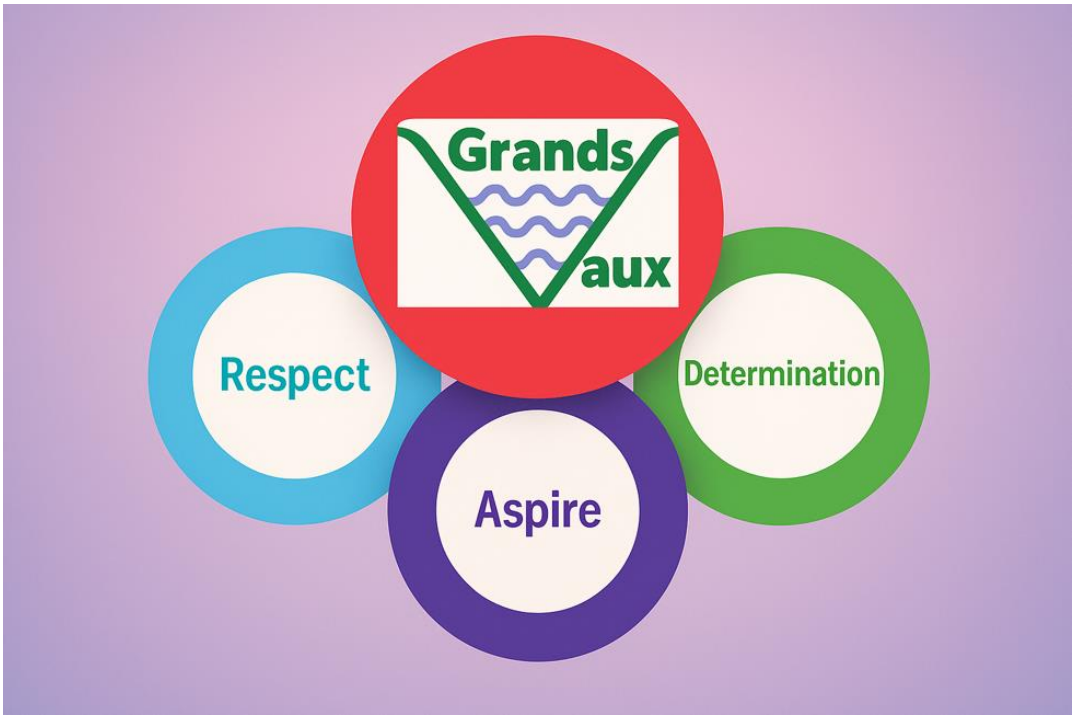
Contents

1. Our vision
2. Mission statement
3. Guiding principles, aims of the policy and code of conduct
4. Behaviour expectations
5. Positive recognition
6. Behaviour steps
7. Restorative approach to behaviour
8. Serious Incidents
9. Anti-bullying
10. Physical intervention

1. *Our vision*

At Grands Vaux School, we are dedicated to fostering an inclusive, happy, and stimulating learning environment. Our approach to behaviour and wellbeing is grounded in our core values: respect, aspire, determination. We believe that every child is unique, and we strive to ensure that all individuals within our school community feel safe, valued, and trusted. As a school that supports the rights of the child, we endeavour to equip children with the skills needed to be life-long learners as productive members of our community within an ever-changing world.

2. *Mission statement*



3. *Guiding principles and aims of the policy*

Guiding principles

This Positive Relationship Policy is based on the belief that all behaviour is a form of communication and that children need safe, consistent and emotionally intelligent adult responses to thrive. Rooted in relational and restorative approaches, this policy prioritises relationships, consistency, compassion and unconditional positive regard.

We take a consistent, whole-school approach that places a strong emphasis on understanding, supporting, and nurturing emotional regulation. By holding high expectations, creating clear boundaries, providing meaningful support, and encouraging positive behaviours, we aim to create an environment where all children feel safe, valued, and empowered to succeed socially, emotionally, and academically.

Aims

- To create a **safe**, calm, **respectful** and inclusive environment where all children feel valued and understood.
- To support children to become confident, resilient and reflective individuals who are **ready** to learn.
- To build and nurture strong relationships between staff, children and families.
- To respond to behaviour with compassion, clarity, and consistency.
- To promote self-regulation and personal responsibility through restorative approaches.

Code of Conduct

To create a safe, respectful, and nurturing environment for children, we need to ensure that all staff and family members model appropriate behaviours and uphold shared values. This includes-

- Treating every child with kindness, respect, and fairness, valuing their unique qualities and backgrounds.
- Actively listening and communicating respectfully with children and each other.
- Demonstrating positive behaviours such as honesty, patience, empathy, and responsibility.
- Showing respect towards others, including children, families, colleagues, and visitors.
- Using appropriate language, tone, and body language, avoiding any form of bullying, discrimination, or harassment.
- Always prioritising the safety and wellbeing of children in words, actions, and decisions.
- Following all child protection policies and report any concerns immediately.
- Refraining from any behaviour that could physically or emotionally harm a child.
- Encouraging children to express themselves and participate actively in activities.
- Supporting children's development by providing positive feedback, guidance, and patience.
- Celebrating diversity and foster inclusion among all children and families.

- Working cooperatively with families, respecting their values and cultures.
- Encouraging all adults to model positive behaviours and reinforce the shared values of the community.

4. Behaviour expectations

At the heart of our behaviour framework are three clear, positively framed rules:

- **Be Ready**
- **Be Respectful**
- **Be Safe**

We believe that the most effective learning takes place in a focussed, calm and orderly atmosphere. The children will be taught and encouraged to **be ready, be respectful** and **be safe**.

Our school rules are displayed in prominent positions around the school to promote positive behaviour and will be referred to regularly throughout the day. Children will be recognised for displaying these expectations.

These rules, along with our core values - respect, aspire, determination are explicitly taught, modelled and reinforced by all adults, these incorporate things such as but are not limited to:

Be Ready

We are prepared for learning and with the right mindset to grow.
We arrive on time, with the correct uniform and equipment.
We show determination and curiosity in all we do.

Be Respectful

We treat others in a polite and kind manner.
We listen, value differences and understand others' needs and feelings showing respect for everyone.
We respect the resources and the environment and show pride in our learning.

Be Safe

We speak to an adult if we are worried or concerned.
We take responsibility for our actions and their impact.
We make safe choices and support others by using safe hands, feet and words and by moving calmly around the school.

5. ***Positive recognition***

At Grands Vaux, we believe in teaching children to be intrinsically motivated by creating a positive learning environment. Our approach includes the use of verbal praise and positive signals, which

reinforces desirable actions. Additionally, we recognise the value of extrinsic rewards, employing certificates to further incentivise positive behaviours. By combining these methods, we aim to cultivate a supportive environment where children feel successful.

6. *Behaviour steps*

When staff act consistently, children feel safer and are more likely to comprehend the expectations set for them. These behaviour steps foster a safe and supportive environment within our school and ensure a uniform approach across all classrooms and areas, including the playground, lunch hall, Breakfast Club and After School Club, thereby clarifying behavioural expectations. By using the same scripts and maintaining calm and consistent language, staff empower children to make positive choices and reflect on their behaviour when necessary. At the core of this restorative approach is respect, which strengthens relationships between children and staff, ultimately promoting positive behaviour throughout the school.

	Steps	Actions
1	Be ready Be respectful Be safe	Sharing and referring to the rules repeatedly. Positive noticing such as – • *That is exactly how to be Ready/Respectful/Safe - thank you* • *You are so good at following our rules - I love that!* • *That is exactly how we do it here - I'm proud of you*
2	Reminder to think carefully	A verbal reminder delivered discreetly, making the child aware of their behaviour. Use the phrase *'I need you to be ready/respectful/safe'* offering the child another chance to modify their behaviour. Refer to an example of good behaviour seen previously.
3	Second reminder using 30 second micro script	*I've noticed you are…* *Remember our rule about being ready/respectful/safe…* *I need to see/ I need you to…* *If the behaviour continues, we will need to have a conversation about this…* *Remember when… (example of positive behaviour seen previously)*
4	Support step	In situations whereby aggressive or threatening behaviour persists, support may be required from an additional member of staff. Parents may be required to attend a meeting, or the suspension tariff may be used. If step 4 is reached, staff must meet to discuss learning points – what has happened, what were the triggers, can we do anything different next time.
If a child is dysregulated, they will require time to calm down, regulate and reset. Zones of regulation strategies will be referred to at this time.		

7. ***Restorative approach to behaviour***

"Restorative practice is about helping children and adults to become the best version of themselves. It's about repairing relationships, not punishing behaviour." – Paul Dix

A restorative approach to behaviour focuses on building relationships, understanding the root causes of behaviour, and helping individuals take responsibility for their actions. It's about repairing relationships rather than assigning blame. Behaviour is often a form of communication, and addressing the behaviour with empathy and understanding can lead to long-term positive change.

Every adult at Grands Vaux School can support children who have experienced a behavioural incident. When an incident takes place, it will usually be responded to by the adult that is within the vicinity at that time. The same strategies are implemented across the school by all adults. This allows for the incident to be addressed in a timely manner and may include having a restorative conversation. The incident will not usually then be revisited again by another member of staff unless further action is required with the aim of minimising loss of teaching and learning time.

"Restorative practices are about building relationships, not just managing behaviour. It's about creating a culture of empathy and understanding where mistakes are seen as opportunities for learning and growth." — Paul Dix

8. ***Natural consequences and follow ups***

The school promotes accountability and personal growth by ensuring that consequences are logical, respectful, and restorative. When behaviour does not meet expectations:

Restoration of Responsibility: Pupils are required to rectify the impact of their actions, such as tidying any mess they have made with support and completing missed work. This may occur during break time or at home, supporting the development of responsibility and resilience.

Constructive Family Engagement: Families will be contacted by telephone or spoken to at the end of the school day, in the presence of the child where appropriate, to ensure accurate communication and a shared understanding of events. This collaborative approach fosters trust and partnership between home and school.

Playground Behaviour: Where inappropriate behaviour occurs during playtime, pupils may spend part of their lunchtime or break engaged in a restorative conversation. This process encourages reflection, empathy, and strategies for positive future interactions.

Tracking and Monitoring Behaviour

Behaviour incidents are recorded using the CYPEs SIMS system, enabling staff to monitor patterns and trends over time. This data-driven approach supports identification of challenges

and where proactive strategies can be implemented to help pupils succeed.

Staff will regularly reflect on recorded behaviour to identify underlying needs and implement supportive interventions. Where appropriate, this may include consultation with parents to ensure a consistent and collaborative approach to promoting positive behaviour and personal growth.

9. ***Serious incidents – see P Positive Behaviour and Exclusions Policy 20231030JLA.pdf***

10. ***Anti-bullying – see P Counter Bullying Policy 20190722 MV.pdf***

11. ***Physical intervention***

All permanent members of Grands Vaux Primary School staff have undertaken MAYBO1 training. This is to ensure that physical and aggressive situations can be de-escalated and manged without physical intervention. This will be the first strategy used by all staff members.

- The use of Physical Intervention should be a last resort, used as seldom as possible, only in controlled situations, where all other strategies to resolve any situation have been unsuccessful.
- It must only be used in the primary interests of the pupil, his/her safety, or in the prevention of accident or injury to self or others.
- Damage to property alone is not reason for physical restraint although the increased risk to the safety of the child or others from the results of that property being misused may make intervention necessary.
- Where methods of de-escalation have been used these will be formally logged by the Headteacher and records passed onto the Education Support Team and Educational Psychologist designated to the School.
- Physical de-escalation occurs when a member of staff uses physical force intentionally to limit a child's movement against their will.

  Please see the CYPES policy 'Positive Behaviour, Exclusions and the Use of Part Time Timetables'.

  'Physical de-escalation' should not be confused with:
  - Personal care e.g. providing reassurance to a child, holding hands for safety
  - Physically stopping a child in immediate danger to themselves or others e.g. running into traffic, pushing another child into the road or into immediate danger
  - Preventing themselves from physical harm where 'retreat' is unavailable e.g. being physically attacked by a child either with or without items e.g. sharp objects, heavy/hard equipment, fists and feet.

CHANGE HISTORY

Version	Date Issued	Issued by	Reason for Change	Presented To	Approved by:	Date
0.1	September 2025	K.Martin	New policy	All Staff	M.McCool	September 2025