



Relationships and Behaviour Policy

St Botolph's Church of England Primary School

Approved by: Governing Body

Date 13th July 2026

Last reviewed on: July 2026

Next review due by: July 2027

"Teach children how they should live, and they will remember it all their life". Proverbs 22:6

Our vision is to nurture every person's unique God-given potential by teaching them how to live with respect, compassion, and integrity, so that the values they learn today will guide them for a lifetime.

Our children will strive to be the best they can be.

Relationships and Behaviour Policy

At St Botolph's, our behaviour policy is founded on relationships, compassion, and a shared commitment to helping every child flourish. As a Church of England school, our Christian values underpin everything we do. We believe that by modelling love, respect, forgiveness, and understanding, we help children grow not only academically but socially, emotionally and spiritually too.

This policy sets out our approach to behaviour, rooted in positive relationships and a nurturing ethos. It outlines how we support our pupils to make good choices, take responsibility, and contribute to a calm, purposeful and joyful school environment.

Our Vision and Christian Values

Our vision is to nurture every person's unique God-given potential by teaching them how to live with respect, compassion, and integrity, so that the values they learn today will guide them for a lifetime. Our children will strive to be the best they can be.

"Teach children how they should live, and they will remember it all their life."

Proverbs 22:6

At St Botolph's Church of England Primary School we aim to:

- **Nurture Potential**
- **Be Guided by Values**
- **Live Well Together**

Our Christian values are:

- **Compassion**
- **Perseverance**
- **Friendship**
- **Truthfulness**
- **Respect**
- **Thankfulness**

Our vision guided by "Teach children how they should live and they will remember it all their life." Proverbs 22:6, shapes the way we interact with one another. We expect high standards of behaviour not for their own sake, but because we want all children and adults to feel safe, valued and able to learn and thrive.

Our Approach

We know that strong, trusting relationships are key to good behaviour. Staff at St Botolph's take time to get to know pupils as individuals. We listen, we notice, and we respond with empathy and care. Children are supported to understand the impact of their behaviour and to make amends when things go wrong.

We work closely with families, valuing their insights and seeking their support in guiding children towards positive behaviour. We also make use of restorative approaches to repair and strengthen relationships when needed.

Supporting Behaviour for Learning

We understand that behaviour is a form of communication, and we aim to understand what children are telling us through their actions. For some pupils, we develop individual behaviour

or support plans, working closely with the SENDCo, families and outside agencies where appropriate.

"Love one another. As I have loved you, so you must love one another."

John 13:34

Unconditional Positive Regard

Unconditional Positive Regard is a technique used to ensure all children receive 'no matter what' response to behaviour. Positive Regard ensures that all children understand that regardless of their actions, we, as staff, will respond in an appropriate manner that meets their individual need(s).

Positive Regard is an approach that allows people to grow in an environment that provides genuineness (openness and self-disclosure), acceptance (being seen with unconditional positive regard) and empathy (being listened to and understood). Consistency is key for us, which ensures that we commit to all members of staff being consistent in their nurturing approach. We will endeavour to ensure pupils feel well supported through any challenging moments that may arise in their school journey.

Positive Regard promotes that each day is a new day, each session is a new session and after each episode of negative behaviour there is an opportunity to then show positive changes. To support this, we encourage all members of our school community to use a restorative practice approach. We have a detailed way in which we carry out these conversations, to ensure all episodes of behaviour are supported consistently and fairly.

Restorative Conversation and Beyond

We implement 'The 4 R's'. This approach is well developed and researched, proven to be one of the best ways to support children who are struggling to communicate.

The 4 Rs are as follows:

Regulate – we must help the child to regulate and calm their fight/flight/freeze response;

Relate – we must relate and connect with the child through an attuned and sensitive relationship;

Reason – we can support the child to reflect, learn, remember, articulate their actions and be reassured that we are there, always;

Repair – we must then check back in with the child after the restorative conversation to ensure the relationship with the child is still solid and the mutual respect and care is still there.

Restorative Conversations follow the 4 Rs approach as follows:

Phase 1: Regulate and Relate (Tell me what happened, how did you feel?)

During this phase, it is our role to allow the child time to calm and reflect on the incident that occurred. We will ensure that we show empathy, kindness and compassion to every child in this phase, using open-ended questioning in a non-judgemental manner.

Phase 2: Reason (*Who was affected? What could you have done differently?*)

During this phase, it is our role to help students identify the cause of the incident that occurred. We will continue using open-ended questioning to help the child identify what the unmet need was, or the trigger for the behaviour that occurred. This is then a time where discussions about how the child could respond to triggers next time they occur will be had. Our role is to model and explain what could improve their response in the future if the child is still developing their reasoning skills, as they may not know how to best respond to situations yet, dependent on their social and emotional stage of development.

Phase 3: Repair (*What needs to happen to make things right? What can we do to avoid this happening again?*) During this phase, we as facilitators of the restorative conversation, will pose questions that facilitate reflection and repair. The goal of this phase is to help the child begin to understand how their actions could impact on their own well-being or others. We will then support them as they create a plan to fix any damaged relationships their original action may have caused. It is then the role of everybody involved to come together and share in forgiveness.

Positive Behaviour Plans

We pride ourselves on our commitment to positive, consistent approaches to managing behaviour and promoting consistently high expectations for behaviour in our school. We expect each child in our care to follow our school rules. By following these principles, children will be rewarded in a variety of different ways. We have an excellent approach to positive behaviour; we always catch our children doing great things! We may use stickers, phone calls home, dojo messages home, dojo points or celebrating achievements in our celebration Worships as a way of recognising consistently great behaviour. (see Annex 2 Rewards)

If we begin to notice a child struggling to follow our behaviour principles, we intervene swiftly to ensure there is opportunity to rebuild and repair the behaviour. We implement personalised behaviour systems for the children who are struggling, tailored to their interests and give them opportunity to achieve. Children who are finding following our principles particularly challenging may need frequent daily check-ins with a member of SLT or the Pastoral lead to further support the child. Our whole team is committed to ensuring every child is able to flourish, and will do their utmost to support every child to display positive behaviour.

Support for Behaviour (see Annex 1 for our Behaviour Support Code)

Our approach to supporting our children's behaviour revolves round our belief in Positive Regard, 'time in' and rewarding positive behaviour when appropriate. On occasion, there may be time where some appropriate sanctions are put into place to correct some behaviours.

All children will receive one reminder to follow our behaviour principles, then a warning to remind them will follow if the behaviour continues. If this is not enough to correct the behaviour being displayed, consequences will be used fairly and only when appropriate, as we wholly believe in Positive Regard as our strategy to support behaviour. When consequences are put in place, they still follow our approach of restorative practice.

The next step in this approach is that of 'time in'. 'Time in' is a simple behaviour strategy that ensures even when children are finding something difficult and begin to show unwanted behaviours, that we will still be there to care, listen and understand their needs. 'Time in' is always supervised by an adult to ensure the child in 'time in' is not having reflection time alone. To support our children in school consistently, we have a set pathway we follow to respond to any behavioural incidents.

If a child begins to display some low-level disruptions in class, they will be offered 'time in' in their class. This is time for them to sit in the reflection area in each classroom, usually with a timer, taking time to reflect on their actions and create a plan to make a different choice next time. 'Time in' is supervised by an adult in the classroom, to ensure the child is still reassured that the behaviour they have displayed can be changed and has not damaged the relationship with the adults in the classroom.

The next step in our support system is 'time in' offered in another classroom. This is the next step of reflection, again supervised by an adult, but outside of the child's own classroom to ensure they understand that the behaviour they displayed cannot be displayed in their classroom again. 'Time in' will be given for an appropriate amount of reflection time. The adult in charge of the 'time in' will then have a restorative conversation before the child returns to their classroom.

The final step in our support system is 'time in' with the Headteacher. This will only take place if the first two steps have been used as an intervention but have not been effective.

If a child has any 'time in' at any stage of our support system, parents will be told and we will work together to support the child. This will enable parents to be made aware of any incidents in school, and we in return would encourage parents to communicate with us about any incidents that happen at home. If we are all aware of a child's needs, it will help us in our approach to managing this well in school.

We strongly believe these steps followed correctly will enable all children to restore and repair any behaviour that has occurred. If these interventions are not effective, they will be reviewed, and a meeting will be held with parents as this could put your child at risk of an internal inclusion, a short, fixed term suspension or a permanent suspension.

We feel strongly at our school that we put appropriate steps in place to ensure the latter does not need to happen and it is only ever used as a last resort. However, they may be used in cases of extreme levels of unacceptable behaviour, such as: repetitive misbehaviour, violence with intention to harm, bullying, stealing etc.

Staff's Roles and Responsibilities

- Every member of staff will follow and understand our Behaviour Principles and follow the 4 Rs (Regulate, Relate, Reason, Repair) by role modelling these skills to our children and displaying high expectations for all.
- Every member of staff will ensure all our children are safe and respected.
- Every member of staff will use restorative conversations to effectively repair behaviours, ensuring all children are treated fairly and feel supported.
- All members of our school community will model and teach positive behaviour, good manners, calm and considerate thinking, and inclusive acceptance of all.
- Every member of staff will model an appropriate level of volume in their voice, avoiding shouting at all costs, expecting the same in return from the children. Classrooms will be calm, safe spaces in which every voice is heard in turn.
- All children will be greeted with a warm welcome and a smile at the classroom door/ and or the school gates by their teachers, teaching assistants and members of the leadership team.
- All staff members will aim to catch children doing the right thing, praising where appropriate to recognise when our children are following our school rules/ demonstrating our values.

Parent's Roles and Responsibilities

- Ensure your child attends school daily, arriving on time, ready to learn.
- Promote that your children use polite manners, be kind to all and show considerate compassion for all pupils.
- Work in partnership with school to promote good behaviour, challenge and support negative behaviours and uphold the principles in this policy.
- Understand and support school with strategies that are implemented in school. Parents may use restorative conversations at home, addressing any behaviours that your child's class teacher may have discussed with you, providing your child opportunity to reflect and plan their next steps for behaviour.
- Share any concerns you may have with school to develop strong working relationships between home and school.
- Support the decisions made by school as school seek to support all families.

Child's Roles and Responsibilities

- To follow our school rules and demonstrate our Christian values.
- Look after yourself, others, your things, your environment and above all demonstrate kindness and respect.
- To listen and engage with support offered from members of the school team and family members at home with restorative conversations.

- To use active listening to ensure they learn to the best of their ability by following instructions, showing engagement in learning and high levels of positive behaviour.
- To treat all members of the school community with consideration and respect, and in turn have this treatment shown to them.
- To use a restorative conversation to help them take responsibility for their actions and plan next steps to repair any damaged relationships. Children will also seek support from an adult to model the skill of restorative conversation, they will not be expected to 'sort out their own problems' as we, as a school, believe this is a skill that needs to be taught, not expected.
- To take care and pride in being a member of the St Botolph's family.

Monitoring and Review

The Relationship and Behaviour Policy is applicable to our entire school community and all stakeholders. SLT will review the effectiveness of this policy annually and report the outcomes to the Governing Body. SLT will monitor the implementation of this policy around school to ensure consistency in the delivery of the policy.

Annex 1

Behaviour Support Code

In the classroom

Stage 1 Notice the children being good – use positive praise. Ignore bad behaviour and praise the good behaviour in the classroom.
Stage 2 Verbal Warning from class teacher (visual warning as needed for SEND).
Stage 3 Move to the regulation/ reflection area in the classroom for Time In. Use a sand timer to time the minutes in this area.
Stage 4 Move to a partner class for no longer than 10 minutes. Restorative conversation to happen when the child returns to their class.
Stage 5 SLT involvement, working with parents, pastoral support as needed.
Stage 6 Headteacher involvement, working with parents- possible time out of the classroom.
Stage 7 Please see exclusion policy.

Outside on the Playground/ field

Stage 1 Positive Praise and Reinforcement.
Stage 2 Move to the regulation bench/area for 5 or 10 minutes.
Stage 3 Midday Meal supervisor will speak to class teacher.
Stage 4 More serious misdemeanors referred to Senior Leadership Team.
Stage 5 Reflective time with Headteacher.
Stage 6 Please see exclusion policy.

Annex 2

Rewards as a class

House Points Collected on Class Dojo (Announced in Worship)

Each week the winning team is announced in Worship, celebrated and has extra equipment at playtime.

Lunchtime Awards

We encourage the children to have good manners when eating and to be kind and helpful to each other at lunchtimes. Children who demonstrate our school values at lunchtime will be rewarded with raffle tickets (these will be drawn in celebration Worship) and /or stickers. Each week a class is chosen from KS1 & KS2 as the class of the week for showing the Christian Values at lunchtimes.

Celebration Worship

Weekly celebration Worships will reward children for demonstrating our Christian values for that week. Raffle tickets drawn for lunchtime awards.

This policy is linked to our Safeguarding and Exclusion policies, please see those policies for more information.

