



POLICY NAME:	Positive Relationships Policy
Frequency of review:	Every 2 years
Reviewed On:	January 2025
Reviewed By:	Ben Weller and SLT
Next review (date):	January 2027

Ethos

At The Pines Primary School, we believe all members of our school community should understand that behaviour is a form of communication. It is expected that all members of our school community will help to maintain an atmosphere conducive to learning, with kindness, courtesy and mutual respect as basic requirements.

The aim of this policy is to set out the way in which we will support children's behaviour in line with our expectations. It applies to all children and adults in school.

Using the 'Positive Regard' approach we will ensure that:

- All children and adults in the school have a clear understanding of the expectations as shown in **Appendix 1 Behaviour expectations**
- Procedures are followed consistently
- Using the 'Positive Regard' approach of Regulate, Relate, Repair, children learn to understand the impact of their behaviour with the focus on making amends and taking responsibility for their actions.
- As adults, we see behaviour as an opportunity for insight, intervention and compassion and use any incidents as a learning opportunity.
- Through connection and relationship building, adults will take every opportunity to show children they are valued, important, and they belong. See Appendix 2
- All adults and children will be introduced to the 'window of tolerance' and the importance of self-care in supporting positive wellbeing.
- Children will be taught about the most important areas of the brain and will be offered tools, techniques and strategies to help manage regulation, to gain a deeper understanding of how when we learn to recognise our own emotional states, we are better able to pause, reflect and choose how to respond rather than react.

This policy is based on current research and the Positive Regard approach. It should be read alongside the school 'Positive Mental Health and Wellbeing Policy'.

Celebrating Success

As a school we believe in creating intrinsically motivated children and acknowledge that positive feedback supports positive behaviours for learning. Adults recognise and support positive behaviours in the following ways:

- Quiet word/individual specific praise
- Spotlight Cards
- Celebration Assembly
- 6 C's stickers

The Positive Regard approach to supporting the dysregulated child:

Stage 1	Stage 2	Stage 3
WHY THE BEHAVIOUR MAY BE HAPPENING		
<ul style="list-style-type: none"> • Low level behaviours occur due to an unmet need. • A child may be trying to communicate boredom, work frustration, stress, feeling unsafe, sensory needs, basic needs not being met, negative thinking, low self-esteem, self-preservation. 	<ul style="list-style-type: none"> • Defensive behaviours occur due to a breakdown in Communication. • A child maybe trying to communicate further frustrations with not being understood, revenge, too much challenge, not enough support. • Defensive behaviours can tip into crisis very quickly. 	<ul style="list-style-type: none"> • Crisis behaviours occur when a child has 'flipped their lid' – when the thinking part of the brain shuts down and their main priority here is survival. • If the child perceives a threat, they are likely to respond with fight, flight or freeze.
WHAT THE BEHAVIOUR MAY LOOK LIKE		
<ul style="list-style-type: none"> • Rocking • Tapping • Swinging on chair • Head on desk 	<ul style="list-style-type: none"> • Teasing • Arguing • Running indoors • Disrupting 	<ul style="list-style-type: none"> • Vandalism • Physical assault • Fighting / pushing • Swearing

<ul style="list-style-type: none"> ● Sullen ● Humming ● Finding it hard to cooperate ● Calling out/ Inappropriate comments ● Failure to complete work 	<ul style="list-style-type: none"> ● Disrespecting school equipment ● Disrespecting peers ● Not following instructions 	<ul style="list-style-type: none"> ● Disrespectful to adults ● Racial abuse ● Bullying ● Leaving the environment ● sexual harassment
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STRATEGIES TO USE

<ul style="list-style-type: none"> ● Adult to recognised own regulation and swap in if needed. ● Read the body language of the child and consider your own (be open, at the child's level and non-confrontational). ● Stay calm and role model control of feelings through your choice of words and tone of voice (keep it low). ● Use child's name to engage. ● Describe the behaviours you have noticed ● P.A.C.E. - Be Playful when engaging the child (smile, use humour and approach joyfully). <p>Be Accepting of the behaviour as a communication (it's not personal).</p> <p>Be Curious and ask questions about the</p>	<ul style="list-style-type: none"> ● Adult to recognised own regulation and swap in if needed. ● Use reflective language (“I can see that... I notice... I am wondering... I imagine.”) ● “Name, command, thank you” ● Give time and space ● Give the child 2 choices (offer them choices that are achievable, that have logical consequences and state the desired choice last). ● Maintain high expectations and boundaries (remind children of school values/ethos). ● Use positive recognition to create a positive culture - acknowledge when the child has made the right choice and praise. 	<ul style="list-style-type: none"> ● Adult to recognised own regulation and swap in if needed. ● Change environment (Offer / direct to a safe space) ● Support and closely supervise (Know the child - do they need coaching / strategies / needs met like a drink or do they need silence and personal space). ● Change the supportive adult if necessary ● Continue to use strategies from Stage 1 and 2 ● All crises should be followed up with a restorative conversation with class staff / SLT / pastoral AND the original adult involved
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<p>behaviour / feelings to promote reflection.</p> <p>Show Empathy (“I understand this could be hard for you.”)</p> <ul style="list-style-type: none"> • Support the child with learning - remodel the task until the child is re-engaged (praise before leaving). • Consider their place within class, a movement break or other sensory break to reset. • Remind children of the logical consequence to their behaviour. 	<ul style="list-style-type: none"> • Post incident - Restorative conversation: <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking/feeling at the time? 3. Who was affected? How? 4. What can we do to put things right? • Use therapeutic language - “When you... I feel... I need you to...” (link the "I need..." to any plans / strategies) • If the behaviour becomes unsafe or does not change, respond as if it is a Stage 3 behaviour. 	<ul style="list-style-type: none"> • The child will only be taken back to class when safe enough to engage • Support for classroom staff to recover • Logical consequence • Communication with parents will be made at a suitable time.
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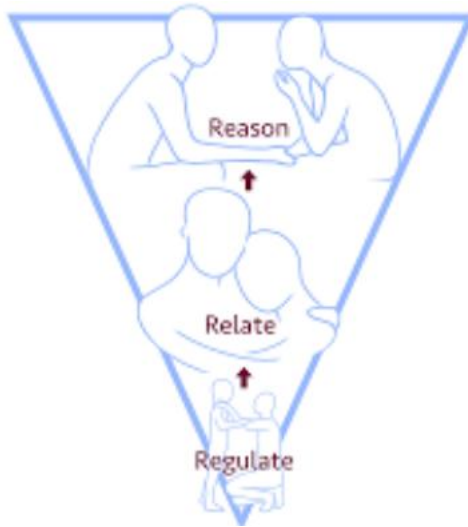
Consequences

Where possible, all behaviours will be dealt with by the adult directly working with the child/children and will follow the Positive Regard script. At times a member of the inclusion team or SLT may be called on to support the regulate, restore, repair process, but all consequences will be agreed after considering the root and the context of the behaviour. If a child becomes unsafe, they will be supported by a member of staff using the strategies above. Due to complex needs and vulnerabilities of individual pupils, challenging behaviours still may occur even after using relational strategies. When persistent challenging behaviours continue and reasonable adjustments and school interventions have not led to a sustained improvement, parents may be called to meet with staff to discuss pathways to success in school.

Regulate, relate, reason/repair in practice

The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence:



Regulate, relate, reason/repair in practice

1. REGULATE – *Calm first*

Help the child feel safe and settled

What to do:

- Stay calm (slow voice, relaxed body)
- Give space or a quick break if needed
- Offer simple support:
 - “Let’s take a breath”
 - “Do you need a minute?”
- Use regulation strategies

Goal:

Get the child out of stress so they can think again

2. RELATE – *Connect*

Show you understand and care

What to do:

- Get to their level (physically + emotionally)
- Acknowledge feelings:
“I can see you’re frustrated”
- Be curious, not blaming:
“What’s going on?”
- Listen properly

Goal:

Help the child feel heard, safe, and supported

3. REPAIR (or REASON) – *Learn and move forward*

Make things right and learn from it

What to do:

- Talk it through:
“What happened?”
“Who was affected?”
- Guide them to fix it:
apology, tidying, helping, etc.
- Remind expectations:
“Next time, what could you do instead?”

Goal:

Build responsibility and better choices next time

Emotional Support Plans

Children who may need additional support in managing behaviour may require an emotional support plan. This defines triggers, risk to self and others and clearly outlines action required to support prevention and response. Plans will be overseen by a named individual which could include the SENDCO, ELSA Lead or a member of SLT. These will be reviewed and updated regularly to reflect changes and progress.

See **Appendix 3. copy of emotional support plan**

Recording, Reporting and Communication

Behaviour that is dealt with by SLT or patterns of behaviour causing concern should be recorded on My Concern, marking the concern as a behavioural concern.

Parents/carers should also be informed, and a record of this meeting should be captured within the My Concern log. See **Appendix 4** for guidance. **My concern log**

All staff must communicate playground behaviour issues with the children's class teachers. All issues should be dealt with at the time and not left to class teachers to respond to after the event.

Information about behaviour can be shared with other professionals and agencies, should the need arise, and consent sought from parents and carers.

Communication with Parents/carers

Parents/carers will be informed if ongoing poor behaviour affects the learning of the pupil themselves or their peers. They will also be informed if there is a breach of safety to others. This will be recorded on My Concern. **Appendix 4** should be used, alongside teacher judgement of when parents/carers must be informed. Discussions around what consequences will/have been put in place and any future actions considered.

Exclusion

Serious incidents may result in a fixed term or permanent exclusion. These decisions are not made lightly and are informed by Local Authority and Anglian Learning guidance. Parents/carers are informed of the decision and reasons for the exclusion. A reintegration meeting is held with the parents/carers and child on their return to school. - Please see the exclusion policy.

Pupil Profiles

Pupils who need additional support may require a Pupil Profile. These will be written by the pupil, supported by adults and overseen by the Headteacher, Deputy Headteacher and SENDCO to ensure that they are reviewed and updated to reflect changes and progress. Learners who require a Pupil Profile may also require an Emotional Support Plan, this will include learners who may require specific intervention to maintain their own and others' safety and to ensure learning is accessible for all.

Bullying

Incidents of bullying or alleged bullying will be dealt with according to the anti-bullying policy and will be recorded on 'My Concern'

Complaints

Parents/carers who have complaints about the way incidents are dealt with should be encouraged to use the complaints procedure.

Monitoring

Behaviour Management, including recording of incidents on My Concern will be monitored and analysed by SLT and Trust.

Appendix 1



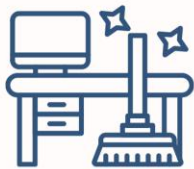
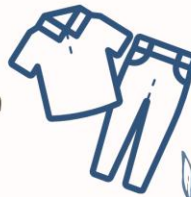
BE RESPONSIBLE

Completing tasks / homework on time



Remembering to bring what you need to school

Wearing the correct school uniform



Tidying up your own workspace and the classroom

Accepting responsibility if you make a mistake and repairing the situation

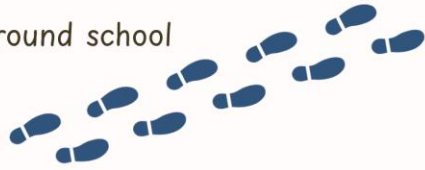


BE SAFE



Sitting sensibly in the classroom

Walking around school



Playing games that do not become too physical.

Using calm and respectful tones when we communicate.



STEPS

1. Warning

2. Playtime talk with your class teacher or adult.

3. Lunchtime reflection

4. Talk to Parents

5. Behaviour Card

Appendix 2

How to create supportive relationships

'Every day in a hundred small ways our children ask; Do you see me? Do you hear me? Do I matter?'

Their behaviour often reflects our response' L.R Knost

Teach the child not the curriculum
Believe in them
Know their names

Each day is a new day
Earn respect rather than expect it
Be authentic
Don't take yourself seriously

Don't take yourself too seriously
Create a safe environment
Develop and cultivate compassion
Say the "hard things"

<p>Know something about them</p> <p>Show you're interested in them as people not just as students</p> <p>Smile frequently and be warm</p> <p>Unconditional positive regard</p> <p>Respect & support interests</p> <p>Do show and tell with adults and children</p> <p>Be real for your learners</p> <p>Be interested in them as people</p> <p>Consistently kind</p> <p>Say good morning</p> <p>Take a genuine interest in them</p> <p>Let them know a little about you</p> <p>Engage with them during break time</p> <p>Greet students as they arrive at the gate and classroom door</p> <p>End the day on a good note (no grudges)</p> <p>Care about them</p> <p>Have lunch with them</p> <p>Join in with playground games if invited</p> <p>Seek to understand rather than to blame</p> <p>Listen with the intent to understand rather than to reply</p> <p>Aim to learn something new about them each day</p> <p>Remember their birthday</p> <p>Laugh with them</p> <p>Treat them fairly</p>	<p>Care about their welfare</p> <p>Share your favourite film or band</p> <p>Make time or you'll make excuses</p> <p>Share positive things about them with others</p> <p>Every child needs a champion</p> <p>There is always more than one perspective</p> <p>Intention and attention are key</p> <p>Tone of voice is important</p> <p>Tell them your first name</p> <p>Talk about your own children</p> <p>Share a pen or pencil</p> <p>Say goodbye at the end of the day</p> <p>Reward and praise personally, it doesn't have to be a grand gesture.</p> <p>Show interest in their interests</p> <p>Have a sense of humour</p> <p>Mutual respect</p> <p>Open communication</p> <p>Be approachable</p> <p>Be reflective</p> <p>Smile from your heart</p> <p>Catch them at their best</p> <p>Positive phone calls home</p> <p>Have high expectations</p> <p>Show empathy (not sympathy)</p> <p>Look out for their sports teams' results</p> <p>Actively listen and then listen some more</p>	<p>The small things are the big stuff</p> <p>You create the weather in your classroom</p> <p>Ask questions</p> <p>Set boundaries</p> <p>Step in without being asked</p> <p>Know which battles to pick</p> <p>Give consistently, receive occasionally</p> <p>You create the weather in your classroom</p> <p>Mutual Respect</p> <p>Welcome diversity</p> <p>Be supportive</p> <p>Initiate conversations</p> <p>Honesty is key</p> <p>Follow through and do what you say you'll do</p> <p>Compliment</p> <p>Say thanks</p> <p>Laugh</p> <p>Be present</p> <p>Be their biggest cheerleader</p> <p>Let go of the past</p> <p>Check in regularly</p> <p>Be willing to learn from each other</p> <p>Show you are bothered</p> <p>Remember important dates</p> <p>Don't judge</p> <p>Separate the behaviour from the person</p> <p>Learn to apologise</p>
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Pupil					
School	The Pines Primary School	Assessment date		Review date	Monthly

Description of assessment and aims of plan. e.g. activity, equipment, environment	Ensure ... has the support and resources to be emotionally secure within the classroom, in order that he stays within the classroom to work (followed by brain breaks)
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Identified need	Possible Triggers	Likelihood (1, 2, or 3)	What are we doing?	De-escalation techniques	Who need to be involved? Actions
... is experiencing emotional regulation difficulties that are affecting his ability to engage with learning in the classroom.	Emotional stress Tiredness	3	Early morning intervention group In class support to enable ... to learn alongside peers – scribe to help with written tasks Visual timetable Chunked learning (work / brain break) Set space at table with friends Solution circle (26/2/26) leading to therapeutic support? PE options – join in with session, sit and read quietly in library...	1:1 time with adult Regular brain breaks – choose from options available Listening to music	

Assessors Name:		Assessors Signature:		Date:	
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Appendix 4

Restrictive Interventions, Reasonable Force and Seclusion

This appendix forms part of the school's Behaviour Policy and must be read alongside the Safeguarding and Child Protection Policy, SEND Policy and Staff Code of Conduct.

1. Our approach

The school is committed to a culture of safeguarding and belonging, in which pupils are supported to regulate, repair and reconnect.

In line with our commitment to relational approaches, we recognise that behaviour is a form of communication, strong relationships reduce escalation, and pupils are safest when they feel understood and valued.

Restrictive interventions are not behaviour management tools. They are exceptional safety responses, used only where necessary to prevent serious harm.

2. Core principles

Many scenarios can be pre-empted and avoided. In a scenario where a pupil is showing signs of heightened distress, or dysregulation, staff must use de-escalation techniques, refer to individual risk management or behaviour plans, and seek other adult support where possible. Staff should be alert to, and avoid triggers that might escalate pupil distress, and inflame a situation.

Staff should only use restrictive intervention, reasonable force or restraint when a child is at risk of causing physical harm to themselves or others.

Any use of restrictive intervention, reasonable force or restraint must be lawful, necessary, proportionate, respectful and reflective. Where possible, only staff who have been trained in positive handling should engage with any of the above.

Restrictive interventions must never be used as punishment or to secure compliance.

3. Definitions

3.1 Restrictive intervention: Any action that prevents or restricts a pupil's movement, whether physical or non-physical, to reduce immediate risk of harm. These are safety responses, not behaviour management strategies or sanctions.

3.2 Lawful reasonable force: Physical intervention used by staff, to prevent injury, criminal activity, property damage or serious disorder, applying no more force than necessary for the shortest possible time.

This is used to protect, not to punish or enforce compliance.

3.3 Restraint: A non-disciplinary intervention that limits a pupil's movement, with or without physical contact, to reduce immediate risk of harm to themselves or others. This is not a routine response to challenging behaviour and must not be used to manage behaviour over time.

3.4 Seclusion: A non-disciplinary intervention involving temporarily confining a pupil away from others to manage acute risk to themselves or others during significant emotional or behavioural dysregulation.

This is a safety measure, not a previously agreed provision, sanction or consequence.

3.5 Significant incident: An incident where the use of force goes beyond everyday appropriate physical contact and triggers statutory recording and reporting duties.

4. Lawful use of reasonable force

All members of staff have a legal power to use reasonable force only to prevent injury, criminal activity, property damage or serious disorder.

Any force used must be the minimum necessary, time-limited and responsive to the pupil's age, needs and vulnerabilities. Force must never compromise breathing, circulation or dignity.

5. Seclusion

Seclusion may be used only as a short-term safety measure where a pupil is experiencing acute emotional or behavioural dysregulation and presents an immediate risk of harm to themselves or others.

It is not a disciplinary sanction, must never be enforced through threat or punishment, must take place in a safe and supervised space, and must end as soon as the risk has reduced.

All incidents of seclusion must be recorded and reported. [Insert school name] will record all incidents through internal tracking systems and will log on My Concern. Parents will be informed of any incidents of seclusion through [insert process]

6. Pupils with SEND and additional vulnerabilities

The school recognises that pupils with SEND or disabilities may be disproportionately affected by restrictive interventions.

The school will seek to understand underlying causes of distress, make reasonable adjustments, work collaboratively with pupils and parents, and co-produce behaviour support plans where appropriate.

Each incident must still be judged individually, regardless of any pre-agreed plans.

7. Recording and reporting

The school will ensure that all uses of reasonable force and all incidents of restraint and seclusion are recorded and reported as soon as practicable, normally the same day. Records will include the context, triggers, duration, staff involved, pupil response, and any injury or follow-up actions.

Parents will be informed in writing as soon as practicable, normally the same day. These duties apply even where restrictive interventions, or use of seclusion are anticipated within a behaviour support plan.

8. Post-incident support and repair

Following any restrictive intervention, the school must ensure appropriate checks where required, support pupil and staff wellbeing, facilitate reflective debrief and relational repair, and review behaviour support plans and preventative strategies.

9. Oversight and assurance

The governing body and Anglian Learning assure compliance with recording and reporting duties, review data for patterns or disproportionality, and seek assurance that practice reflects safeguarding, inclusion and equality duties.

Concerns or complaints will be managed through the school's complaints procedure. Allegations against staff will be managed in line with safeguarding procedures.

Ratification

This appendix was approved by the Governing Body on: [date]

It will be reviewed annually, or sooner if statutory guidance changes.