

### Principles of a relational behaviour policy.

Our school will be using a **Relational Behaviour Policy**, which means we focus on building strong, positive relationships to help children feel safe, understood and ready to learn. We know that behaviour often shows how a child is feeling, so we look for the reasons behind actions and support them to make better choices.

Staff offer **warmth, clear boundaries and consistent expectations**, while also giving extra help to children who need it, including those with **SEND** or additional needs. We promote kindness, respect and inclusion, and we deal with any unkind or bullying behaviour quickly and fairly. Our aim is for every child to feel they **belong** and can succeed.

### Changes from previous policies.

Previous behaviour policies may have mostly focused on rules, consequences and keeping everyone safe. The new policy still keeps everyone safe, but it also focuses much more on helping pupils feel like they belong. It teaches staff to understand *why* someone might be struggling, to use kindness, and to help pupils calm down, talk things through and fix problems together. It also adds clearer help for pupils with extra needs, uses a “Regulate, Relate, Reason, Repair” approach, and gives more support to stop bullying and help everyone build positive relationships.

### Behaviour expectations, behaviour curriculum, responsibilities, responding to behaviour.

This policy explains how our schools help everyone behave well and feel like they belong. We expect pupils to be kind, calm and respectful, and to let others learn. Staff teach good behaviour by showing clear routines, helping pupils understand their feelings, and using the “4Rs”: *Regulate, Relate, Reason and Repair*. If behaviour goes wrong, staff help pupils calm down, talk about what happened, and fix things. Bullying, discrimination and unsafe behaviour are never tolerated. Pupils, staff and parents all have jobs to do to keep school safe and happy. Sometimes pupils may need extra support, especially if they have special needs, and the school will help them. Good behaviour is praised, and consequences are fair and help pupils learn from mistakes so everyone can do their best.

### Praise and Rewards.

- Positive praise - verbally and written
- Celebration assembly weekly
- Tree of success to display names in class and in main school hall
- Ready raffle tickets
- Celebration treat box
- House points collected weekly
- Attendance recognition
- Pupil responsibilities
- Representing school



## Relational Behaviour 318 Trust policy, one page summary for stakeholders.

### Natural consequences.

Natural consequences are the outcomes that naturally follow a child or young person’s choices. When a choice is unhelpful or inappropriate, we use these consequences to support them in understanding how their actions affect themselves and others in a real and meaningful way. This approach doesn’t lower expectations—rather, we continue to encourage high standards while recognising that experiencing natural consequences is an important and valuable part of the learning journey.

### 4Rs – Regulate, Relate, Reason, Repair.

We use a relational and trauma-informed approach to behaviour across our school. This means we focus on understanding children’s needs, building positive relationships and helping them learn from difficult moments. Our aim is to create a calm, safe environment where every child feels they belong.

- **Regulate** – Help the child calm and feel safe before discussing behaviour.
- **Relate** – Connect with empathy so they feel understood.
- **Reason** – Talk together about what happened, the impact, and better choices.
- **Repair** – Restore relationships and agree how to put things right.

### Emotion coaching, PACE and other relational approaches.

PACE and Emotion Coaching help staff respond to behaviour through strong relationships, empathy and curiosity rather than judgement.

Using these approaches, adults first help pupils **regulate** their emotions, then **relate** through empathy and PACE to rebuild trust. Once calm, pupils are supported to **reason** about what happened, understand consequences and learn from the situation. Finally, adults work with pupils to **repair** relationships and restore connection. Together, these approaches create a safe, supportive environment where behaviour becomes a learning opportunity rooted in understanding, high expectations and belonging.

### Behaviour monitoring and data, key staffing info.

School staff will record behavioural incidents to ensure that patterns or behaviour can be identified and children can be supported. Senior leaders will regularly monitor the behaviour data to ensure they have an overview, enabling them to be both proactive and reactive to needs within school. School behaviour lead: Mrs Williams  
Supported by: Mrs Lyall, Miss Darmanin, Mrs Mason

[318 full draft Relational Behaviour Policy link.](#)

[School appendix link](#)