

St Andrew's C of E Primary School Relationships Policy



St Andrew's
C of E Primary and Nursery School

Date agreed by SV and D Committee	7 th October 2025
Date of Review	October 2026

**“Why attempt to crush behaviour with punishment when you can grow better ones with love? Visible consistency with visible kindness allows exceptional behaviour to flourish”
(Paul Dix – ‘When the Adult Changes Everything Changes’)**

1. Our Aims

At St Andrew’s C of E Primary School, our Relationships Policy is grounded in our Christian foundation, reflecting Jesus’ teachings on love, respect, forgiveness, and restoration. We believe that strong, positive relationships and emotional connection between all members of our school community create the foundation for flourishing lives and academic success.

Inspired by the work of Paul Dix, our approach prioritises consistency, empathy, and accountability. We aim to build a culture where behaviour is taught, not just expected, and where mistakes are opportunities for growth.

2. Our Core Values: EXPECT RESPECT – The St Andrew’s Way

At St Andrew’s C of E Primary School we want our Relationships Policy to reflect our insight and understanding around attachment and trauma, emotional regulation and behaviour as a communicative tool. We focus on the underlying feelings and emotions that may be driving a particular behaviour, and work on challenging and changing those behavioural responses through the relationships that we build. We embed our school values through the acronym **RESPECT**, which all members of our school community follow (Appendix 1):

- **R – Respect everyone**
- **E – Equipment is used correctly and safely**
- **S – Say sorry, even if it is an accident**
- **P – Play together kindly**
- **E – Everyone uses positive words**
- **C – Care for everyone**
- **T – Tell the truth**

Golden Rule:

We treat others as we want to be treated ourselves.

3. Teaching Appropriate Behaviours

It is recognised that positive behaviour needs to be modelled and taught. The development of positive pupil/staff relationships along with effective teaching which recognises individual needs, encourages children to behave in appropriate and less challenging ways. Through the curriculum pupils are taught appropriate behaviours explicitly.

Emotional Regulation is explicitly taught through the **Zones of Regulation Curriculum** at St Andrew’s. The Zones of Regulation model reflects our positive approach to managing emotions and places a strong focus on pupils’ ability to develop strategies, that will help them to manage their own emotions within the school community and within society. Our visual displays help support pupils in recognising which zone that they are in, whilst the

vocabulary helps support understanding. Children talk about how their bodies feel in each zone and what makes them move into different zones. We make it clear to all pupils that 'all zones are ok'. The goal is to move from co-regulation to self-regulation by using learnt strategies.

4. Positive Behaviour Support

At St Andrew's we focus on promoting positive behaviours through building strong relationships and truly knowing each individual pupil. We know that immediate recognition is fundamental in supporting our pupils to make positive choices and displaying appropriate behaviours. Praise and rewards are most effective when adults explain what the praise or reward is for.

At St Andrew's we use:

4.1 Recognition Boards

We use **Recognition Boards** in every classroom to highlight positive behaviours that align with our school values (**Expect RESPECT**). Recognition is not about rewarding individuals above others but about celebrating collective responsibility and growth.

Recognition Boards:

- Feature a target behaviour linked to a Christian value or school rule.
- Celebrate effort and choices, not personality traits.
- Are reset regularly to give all pupils a fresh start.

4.2 Class Dojo Points

Children earn points for academic work, attitudes to learning, following our RESPECT rules and much more. Points are used in the **Dojo Shop**, which is available at the end of each half term and offers meaningful rewards (e.g., classroom privileges, small items, experiences).

Managed by staff and pupils, the Dojo Shop reinforces the value of consistent positive behaviour and effort. It also supports financial literacy and decision-making.

4.3 Push out into the Deep Award

In line with our Christian Values, we also encourage parents to nominate children for our 'Push Out into the Deep Award' which celebrates children going above and beyond within our local community. These awards are celebrated in Achievement Assemblies on Fridays, and the children are rewarded with a special badge and certificate. Nominations are emailed to the School Office, and parents are informed prior to the assembly so that children can bring in any trophies/badges/certificates to show at the assembly.

4.4 Star Award

Across the school each week, all classes nominate one child/two children per class to receive an award. Each child receives a certificate in the school assembly. We also nominate children who have worked well towards the Christian Values theme; these certificates are given out half termly in Key Stage assemblies.

We use awards to frame behaviours that are over and above expectations.

5. Relational Approaches

At St Andrew's we know that behaviour is a form of communication, and through strong relationships, we can unpick those behaviours in order to meet the pupils needs. We achieve this through the following relational approaches:

5.1 The PACE Approach (*Dan Hughes*)

All staff are trained in and use the **PACE model** in daily interactions:

- **Playfulness:** Using lightness and humour to create connection.
- **Acceptance:** Unconditional positive regard; separating the child from the behaviour.
- **Curiosity:** Wondering about what lies beneath a behaviour without judgement ("I wonder if...").
- **Empathy:** Feeling with the child; validating emotional experiences.

PACE helps children feel emotionally safe, reduces shame and promotes trust, particularly for those with relational trauma or unmet needs.

5.2 Emotion Coaching

Inspired by Gottman's parenting research and adapted for schools, Emotion Coaching is a four-step process:

1. **Notice and name** the child's emotion.
2. **Validate the feeling** ("It's okay to feel angry, but it's not okay to hurt").
3. **Set limits** if necessary.
4. **Problem-solve** together when calm.

Emotion Coaching supports co-regulation, improves emotional literacy, and empowers children to make better choices.

5.3 Restorative Scripts and Practice

When harm occurs, staff facilitate a **restorative conversation (Appendix 2)** using scripts to rebuild trust and understanding:

- What happened?
- What were you thinking/feeling?
- Who was affected?
- What do you need to do to put it right?
- How can we move forward?

These conversations are non-punitive but do not ignore impact. They build accountability, empathy and conflict resolution skills.

6. Serious Behaviour Incidents

While we emphasise prevention and restoration, some behaviours require immediate and structured response.

6.1 Serious Breaches

Examples include:

- Physical assault
- Bullying (including cyberbullying)
- Racist, sexist or discriminatory behaviour
- Damage to property
- Theft
- Repeated defiance or persistent disruption

In these cases, it is imperative to ascertain reason and level of understanding of the pupil. Reflection must occur and parents/carers must be informed. The incident and next steps will be discussed with a member of SLT and parents/carers updated.

7. Consequence Stages

At St Andrew's we ensure that consequences are natural, relevant, and serve as a teachable experience.

Low Level- At this stage, pupils are reminded of our respect rules verbally and visually (Appendix 1).

Stage 1-

At this stage, pupils will spend time with an adult in a restorative conversation (Appendix 2).

Stage 2 –

This will include a restorative conversation alongside an appropriate consequence (e.g. missing no more than one playtime). This can be given by any adults within school and parents will be notified. This could be due to a one-off incident or a continuation of choice which go against our RESPECT rules.

Stage 3-

For serious breaches of behaviour, a restorative conversation will take place with the Head Teacher or a member of the Senior Leadership Team, and consequences given on a case-by-case basis. Parents will be contacted.

The purpose of our consequence stages is to teach and not shame. We aim to Praise in Public (PIP) and Remind in Private (RIP). Consequences will be given discretely and spoken about/dealt with in private. Senior leaders and parents/carers are involved in planning next steps, which may include support plans, referrals or internal consequences. All Stage 2 and 3 consequences are logged on CPOMS.

8. Suspensions and Exclusions

We do not wish to exclude any pupil at St Andrew's C of E Primary School, but sometimes this may be necessary. The school will follow DfE and Local Authority guidance if the circumstance arises.

9. Inclusion and Equity

Every child is treated as an individual. Behaviour is understood as communication. Adjustments are made for pupils with additional needs, trauma backgrounds, or social, emotional and mental health challenges.

Pupil Support

Sometimes, pupils may need some extra support if they are finding things challenging within school. These children will have a pupil profile and also a regulation plan to support their needs. These are shared with all staff who work with the children and updated termly. There may be occasions when we need to access additional support and we can make referrals to:

- Be U Notts
- CAMHs
- The Healthy Families Team
- Early Help Unit
- Educational Psychologist
- North Ashfield Partnership

The SENDco is able to support families to make these referrals.

10. Partnership with Parents and Carers

We value strong home-school partnerships and commit to:

- Informing families of both positive progress and concerns.
- Involving parents/carers in restorative meetings and support plans.
- Offering support and signposting for behaviour and emotional needs.

11. Roles and Responsibilities

All Staff Will:

- Model respectful, calm and consistent behaviour

- Use PACE, Emotion Coaching and restorative practices
- Celebrate positive behaviours regularly
- Address serious issues with empathy and clarity
- Keep accurate records of behaviour concerns

Pupils Will:

- Show respect for everyone and everything
- Take responsibility for their behaviour
- Try to understand and manage their emotions
- Make amends when relationships are affected

Senior Leaders Will:

- Ensure policy is implemented and understood
- Monitor behaviour trends and data
- Support staff with relational strategies and training
- Lead restorative responses to serious breaches

12. Monitoring and Review

The policy will be monitored through:

- Regular SLT reviews of behaviour incidents and patterns
- Feedback from staff, pupils and parents
- Annual policy review and staff training

Expect RESPECT

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P *Play together kindly.*

E *Everyone uses positive words.*

C *Care for everyone.*

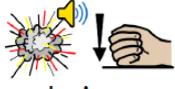
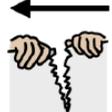
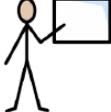
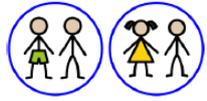
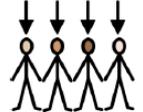
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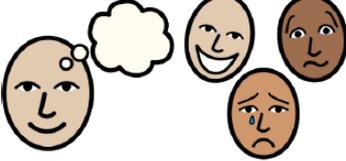
Golden Rule

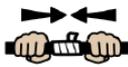
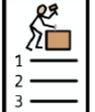
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Appendix 2

Restorative Scripts

 broke something	 scribbled on something	 hurt an adult	 hurt a child	 being unsafe
 took my clothes off	<h1>?</h1> <h2>What happened?</h2>			 not being respectful
 using bad language				 being disruptive
 not listening to instructions	 threw something	 ran off	 tore up work	 something different
 me	 a friend	 a teacher	 my class	 my mum
 my dad	 <h2>Who has been affected?</h2>			 other children
 my family				 my sibling
 people in the community	 animals	 everyone	 another adult	 someone else

 worried	 fidgety	 confused	 angry	 sad
 silly				 scared
 embarrassed	<h2>What were you thinking or feeling?</h2>			 annoyed
 lonely	 furious	 bored	 nervous	 something different

 make a card	 write a letter	 talk to someone	 say sorry	 fix something
 have thinking time				 tidy up
 make a change	<h2>What needs to happen to put things right?</h2>			 clean something
 make a plan	 practice	 finish my work	 hug	 something different



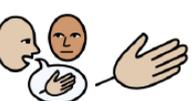
move away



ask for a break



go to my calm space



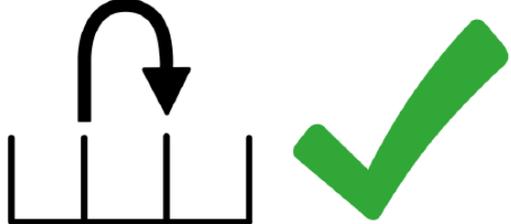
ask for help



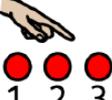
get a fidget toy



tell someone how I feel



Next time I will...



count to 10



play with someone else



be respectful



make a good choice



take deep breaths



listen carefully



remember the rules



something different