



Bottisham Community Primary School

Relational Behaviour Policy

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Review Frequency	Annual	Date of next review	Summer 2027
Review By	LGB	Required by law	Yes
Governor Approval date	18.05.26	Website	Yes
Staff responsible	Headteacher	Date first produced	June 2026
Linked Policies	Anti-bullying SEND Safeguarding Staff Code of Conduct		

1. Statement of Principles

At Bottisham Community Primary School (BCPS), we believe that every child deserves unconditional positive regard. This belief is rooted in the work of Carl Rogers theory of a humanistic, person-centered approach and underpins our relational behaviour practice: we value the child at all times, even when behaviour is difficult. Unconditional positive regard is not about approval of behaviour; it is about withholding judgement, separating the child from the behaviour, and responding with genuine care and authenticity.

Behaviour is understood as a form of communication, shaped by development, relationships, attachment, neurodiversity, lived experience and current emotional state. To support pupils, it is our responsibility as adults to help pupils regulate, relate, repair and continue to reinforce and teach pupils how to manage in a school environment.

This policy integrates the school's Positive Regard training, neuroscience-informed practice, and any agreed school systems to ensure consistency, emotional safety and high expectations for all.

Our vision is that by the end of Year 6, our pupils will:

- Foster a positive and caring attitude to others
- Become effective learners
- Be prepared with the skills, knowledge and understanding they need for the next stage in their school life
- Feel secure and live a healthy and safe life

Our Core Values and habits are the underlying principles we wish to nurture throughout our school. These are displayed throughout the school and inform our expectations of behaviour:



We believe that the most effective way of achieving our aims is to encourage and praise positive behaviour. The following policy applies to everyone in the school community.

2. Purpose of the Policy

This policy aims to:

- Embed a relational approach as a lived, daily practice across the school
- Provide a clear, consistent and manageable relational framework for staff
- Support pupils to develop emotional regulation, self-awareness and responsibility
- Ensure behaviour responses are predictable, fair, proportionate and developmentally appropriate
- Maintain alignment with BCPS values, habits, routines and reflects national policy and guidance documents including Keeping Children Safe in Education (KCSIE).

3. Our Behavioural Framework: Regulate – Relate – Repair – Reinforce/Teach

All behaviour responses at BCPS are guided by a neuro-sequential approach:

1. **Regulate** – Support the nervous system
2. **Relate** – Build connection and understanding
3. **Repair** – Address harm and restore relationships
4. **Reinforce** – Strengthen future pro-social behaviours

This sequence recognises that a dysregulated child cannot access reasoning, reflection or learning. Regulation must always come before any corrective or restorative conversation.

4. Promoting Positive (Pro-social) Behaviour

Positive behaviour is proactively taught, modelled and reinforced.

All adults will endeavour to:

- Build warm, respectful and trusting relationships
- Greet pupils positively by name and each day
- Model calm, regulated behaviour, body language and tone
- Teach behaviour explicitly (routines, transitions, expectations)
- Teach emotional literacy and self-regulation strategies, including referencing our zones of regulation approach
- Use Positive Regard language that separates the child from the behaviour
- Offer forgiveness, reparation and fresh starts

Strong relationships, consistency, and predictability are prioritised because connection creates safety, and safety enables learning.

5. Recognition and Rewards

Recognition systems are consistent with BCPS practice and reinforce belonging and effort:

- Specific verbal praise linked to specific behaviours and referencing our values and habits
- House Points
- Whole Class rewards
- Celebration Assembly certificates
- Positive communication with parents and carers

Rewards are never removed once earned and are used to strengthen positive identity, not control behaviour.

6. Understanding Behaviour

Definitions:

- **Behaviour:** Everything a person says or does
- **Pro-social behaviour:** Behaviour that supports learning, cooperation and relationships
- **Low-level behaviour:** Low-level, developmentally common behaviour which may signal unmet needs
- **High-level negative behaviour:** Behaviour that causes harm or significant disruption to self or others

Staff are expected to consider the function of behaviour when responding to pupils who are displaying negative behaviours, including:

- Regulation or sensory needs
- Emotional response to experience
- Attachment needs
- Negative inner working models
- Stress, trauma or secondary stress
- Specific SEND needs

7. Responding to Behaviour

Low-Level Behaviour:

Staff respond using calm, relational strategies designed to keep pupils learning:

- Non-verbal cues and proximity

- Rule reminders (e.g. “The rule is we walk inside”)
- Values and habits reminders
- Positive phrasing and assertive language
- Limited choices
- Take-up time (Reflecting or processing)

Adults use therapeutic language frameworks such as:

- Name – Command – Thank you
- When... then...
- Yes... when...
- What / where rather than why

These approaches maintain dignity, clarity, and consistency.

Continued Low-level Behaviour

If behaviour persists, staff will:

- Speak privately and respectfully
- Name the behaviour and its impact
- Refer to previous positive behaviour
- Offer a clear choice and next step
- Walk away to allow regulation and decision-making

Dysregulation and Heightened Behaviour

When a child is dysregulated, staff can follow this framework as a guide:

1. **Label** – Name observed body cues and emotions
2. **Empathise** – Show understanding
3. **Validate** – Accept the feeling, not the behaviour
4. **Manage** – Re-establish safety and containment
5. **Problem-solve** – Support regulation using tools or strategies
6. **Discuss** – Only once the child is regulated

Children may require space, time, movement, breathing strategies, or a safe adult. The aim is always **safety and regulation**.

High-level Behaviour

When behaviour becomes unsafe:

- Safety is the immediate priority
- Additional adult or SLT support may be requested
- Adults remain calm, non-judgmental and endeavor to remain regulated. A change of adults should be considered if there are signs of stress arising.
- Pupils are supported to regulate before any discussion

Protective interventions are used only to reduce risk, never as punishment.

8. Risk Management Plans

Where a pupil's behaviour may place themselves and/or others at risk, they should have an individual risk management plan implemented. These are overseen by the SENCo and shared with relevant staff involved with supporting the pupil. A risk management plan is for those pupils for whom the usual everyday strategies are not sufficient and who may require some specific intervention to maintain their own and others' safety.

A plan will:

- Be based on analysis of the child's behaviour. This will enable staff to identify key triggers for the pupil that could lead to difficult behaviours.
- Put in place risk reduction measures to enable the pupil to demonstrate positive behaviour at school.
- Give clear de-escalation strategies, including a script, that all adults can follow to lessen difficult and dangerous behaviours.
- Plans are reviewed regularly

9. Consequences: Protection, Learning and Repair

Consequences are not punishments. They are logical, proportionate, and purposeful.

Consequences to manage immediate risk:

- Increased adult supervision
- Temporary change of space or activity
- Adjusted access to environments

Consequences to support learning and repair of relationships:

- Restorative conversations
- Rehearsal of alternative behaviours
- Repairing harm caused
- Apologies (verbal or written, when appropriate)

Consequences always consider:

- Context and function of behaviour
- Developmental stage and SEND need
- Emotional wellbeing of all involved

10. Restorative Practice

Once a child is regulated, staff use restorative approaches informed by agreed restorative questions:

- What happened?
- What were you feeling at the time?
- Who has been affected?
- What has been the hardest thing?
- What needs to happen to make things right?

Restorative practice builds empathy, accountability, and stronger relationships. Every pupil is entitled to a fresh start.

11. Roles and Responsibilities

Leaders

- Model Positive Regard and relational practice
- Provide ongoing training for new employees and updates for existing ones.
- Support staff with emotional fatigue and secondary stress
- Ensure safety, consistency, systems and whole school expectations are clear.

(See appendix 1)

Staff

- Apply this policy consistently and professionally
- Endeavour to regulate themselves and seek support when needed

- Maintain high expectations alongside empathy
- Promote school values and habits

Pupils

- Are taught expectations and supported to reflect why they are important
- Learn regulation, responsibility and repair
- Experience belonging, respect and safety
- Follow school values and habits

Governing Body

- Monitors implementation and impact
- Reviews the policy annually

12. Working with Parents and Carers

Parents and carers are partners. We commit to:

- Open and respectful communication
- Sharing successes and concerns
- Collaborative planning for support

13. Record Keeping

Significant or repeated negative behaviours are recorded on our safeguarding reporting system to support joined-up understanding, safeguarding and intervention.

14. School systems and expectations

A. Assemblies

Pupil expectations

- Walk silently to the assembly space and sit in the assigned area promptly.
- Listen respectfully: eyes on the speaker, voices off.
- Wait to be chosen to contribute and be ready to share your ideas.
- Enter and leave calmly and silently.

Adult expectations (teachers, teaching assistants)

- Lead them into assembly in silence.
- Model excellent behaviour (silent, attentive, respectful).
- Position strategically to supervise and support pupils.
- Use agreed non-verbal cues and consistent language.
- Acknowledge and reinforce positive behaviour explicitly.

B. Entering the Classroom (Start of Day / After Break)

Pupil expectations

- Line up calmly and enter the room silently.
- Go straight to your seat and begin the agreed starter task.
- Have equipment ready and follow the classroom routine.

Adult expectations (teachers, teaching assistants)

- Stand at the door to greet pupils and set the tone.
- Ensure the classroom is calm and ready before learning begins.
- Scan the room and address behaviour immediately and calmly.
- Reinforce expectations consistently using shared language.

C Transitions Within Lessons (e.g. carpet to tables)

Pupil expectations

- Stop, look and listen to the instruction.
- Move calmly and purposefully to the next position.
- Use indoor voices or silence as directed.

Adult expectations (teachers, teaching assistants)

- Give clear, concise instructions before the transition.
- Use countdowns or signals consistently.
- Wait for full attention before releasing pupils.
- Praise pupils who transition calmly and correctly.

D. Moving Around the School (Corridors and Shared Spaces)

Pupil expectations

- Walk in a single line on the correct side.
- Keep hands to self and voices off.
- Respond promptly to adult instructions.

Adult expectations (teachers, teaching assistants)

- Lead or follow the line as appropriate.
- Position yourself to maintain visibility and calm.
- Reinforce expectations using agreed language.
- Address issues immediately and proportionately.

E. End of Break and Lunchtime

Pupil expectations

- Stop playing immediately at the signal.
- Line up calmly and quietly.
- Enter the building silently and return to class promptly.

Adult expectations (teachers, teaching assistants)

- Give clear warnings before the end of break.
- Use the agreed signal consistently.
- Ensure pupils are calm before entering the building.
- Reinforce expectations positively and consistently.

F. End of Day Dismissal

Pupil expectations

- Pack up calmly and remain seated until dismissed.
- Leave the classroom quietly and in an orderly manner.
- Follow dismissal arrangements safely.

Adult expectations (teachers, teaching assistants)

- Dismiss pupils in a controlled and calm way.
- Ensure pupils leave with the correct adult or group.
- Maintain supervision until all pupils are safely handed over.

15. Conclusion

At Bottisham Community Primary School, behaviour is approached through care, curiosity and compassion. By embedding Positive Regard, neuroscience, consistent language and relational practice, we create a school culture where children feel safe, valued and supported to grow—academically, socially and emotionally.

Appendices

CLOAKROOM



We keep the cloakrooms tidy.

We care about other people's property.

We use our indoor voice.

MOVING AROUND THE SCHOOL

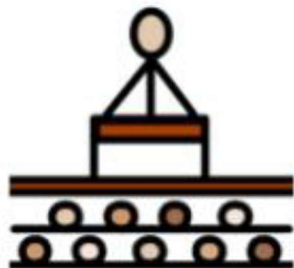


We always walk when we are moving through the school.

Voices should be kept at a low level.

We walk in a line and don't overtake others. We hold the doors open for others.

ASSEMBLIES



**We come into the school hall for assemblies
in silence.**

**We show respect to the person leading
assembly or receiving awards.**

PLAYTIMES



**A whistle will signal the end of a break or lunchtime.
We all stand still.**

We help put away any play equipment.

**On the second whistle, we walk to their designated
area and line up.**

LUNCH TIME



We always walk in the dining hall.

We remain seated and signal for help from an adult by putting up our hand.

We must remain in the same seat.

We listen when the bell is rung to give us instructions.

We leave the hall quietly when it is our turn.