



Positive Relationships Policy

Policy Details

Policy Date:	1st September 2025
Policy Status:	Statutory
Next Review Date:	September 2028

Vision

Have Hope and Flourish

Mission

Let Your Light Shine

Values

Integrity, Love, Resilience, Gratitude, Respect, Inclusivity

Introduction

At St Augustine's Catholic Primary and Nursery, we believe that every child is made in the image and likeness of God. Our mission to 'let our light shine' underpins our commitment to building a nurturing, supportive environment where children feel safe, valued, and ready to learn.

Positive relationships lie at the heart of our community. Rooted in relational practice, we work together to help children develop the social, emotional, and spiritual skills needed to flourish. By living out our values of integrity, love, resilience, gratitude, respect, and inclusivity, we encourage children to grow in faith and in character, ready to share their gifts with the world.



Relational Practice at St Augustine's

Relational practice means we focus on:

- Building strong, trusting relationships with children, families, and staff.
- Encouraging behaviours that reflect Gospel values and our school ethos.
- Supporting children to make positive choices.
- Restoring relationships through forgiveness, reconciliation, and understanding when things go wrong.

We believe that behaviour is a form of communication. Adults respond with empathy, consistency, and fairness, guiding children towards self-regulation and responsibility.

Behaviour Pathway

Step	Description
Prompts	Gentle non-verbal reminders such as a look or nod.
Choice / Reminders	Children are provided with clear choices that remain consistent throughout the day and a reminder of the expectations is given, privately if possible. The adult remains calm and consistent throughout and leaves the child to consider their choices.
Last Chance	A clear verbal caution that makes the child aware of their behaviour and makes the consequence clear if they continue.
Consequence	A consequence is given but a restorative conversation takes place at the same time.
Reflection Time	The child is moved to a calm space. The adult in this new setting will not discuss the incident immediately. This will be for a short period with the aim of returning to class as soon as they are ready. Following the incident, the child will complete a Reflection Sheet to consider what happened, why it happened, and what they can do differently next time. They will be encouraged to take this sheet home to share with their parent/carer. The incident will be recorded



	on CPOMS if repeated several times in one week.
SLT Referral	In the unlikely event that a child refuses to engage with reflection or their behaviour is deemed high level, they will be referred to a senior leader and will have time out of the setting. A consequence will be delivered, and a restorative conversation will take place. Parents are informed and the incident is logged on CPOMS.

Behaviour Recording

- Low-level behaviour may be recorded on a behaviour log, which is regularly monitored by the Senior Leadership Team (SLT).
- Medium and high-level behaviour will be recorded directly onto CPOMS.

Levels of Behaviour

- Low: Persistent distractions such as talking when the teacher is, not following instructions, off-task behaviour, distracting others.
- Medium: Continuation of low-level behaviours despite multiple reminders.
- High: Serious, disruptive behaviour that hinders or halts teaching and learning, or risks the safety of children and adults.

Consequences

Consequences will be applied consistently, fairly, and calmly. They are designed to:

- Show that unacceptable behaviour affects others.
- Link back to our mission and values.
- Provide opportunities for restoration and growth.
- Stay between the adult and child – one child’s behaviour is not everyone’s business.

Possible consequences include:

- Missing all or part of playtime/lunchtime.
- Catching up on missed work.
- Reflection Time.
- Supervised time during playtime/lunchtime.
- Increased contact with parents.
- Time out with SLT.
- Internal exclusion.
- Exclusion (rare and only where necessary).



Restorative Conversations

At the heart of our approach are restorative conversations. These focus on:

- What happened.
- How the behaviour affected others.
- What can be done to put things right.
- How to avoid repeating the behaviour.

This encourages accountability, empathy, and reconciliation – reflecting our Catholic values of forgiveness and love.

Partnership with Parents

We believe in working in close partnership with parents and carers to support every child's wellbeing and behaviour. Communication will always be respectful, open, and solution-focused. Children are encouraged to take home their Reflection Sheets to share with their parents/carers, fostering further dialogue and support.

Recognising Positive Behaviour

At St Augustine's, we recognise and celebrate when children live out our mission and values. Instead of systems of external rewards, we emphasise authentic recognition of growth and contribution.

- Children can also visit the Headteacher and receive a celebration postcard. This can be to acknowledge and celebrate a child's positive choices, effort, or demonstration of our values. The postcard will be given to the child by the Headteacher, and the class teacher will be responsible for handing the postcard, when possible, to the parent/carer who collects the child. This will be a way of celebrating the achievement with families.

We recognise that one policy does not fit all children. On occasion, some children will need additional physical rewards, such as a chart or stickers.

Conclusion

Our Positive Relationships Policy reflects our vision of 'Have Hope and Flourish' and our mission to 'Let Your Light Shine.' Grounded in relational practice and our core values, we aim to support every child to grow in faith, character, and learning – shaping a community where all can flourish.

Restorative Conversations

Our restorative conversations with children involve three steps that aim to develop trust and restore relationships between children and adults following a behaviour incident. They promote and encourage a whole school climate of respect where children are encouraged and supported to be honest and willing to accept responsibility.



A conversation will follow the following format:

- What happened? – Children are asked to give their version of events.
- Who has been affected by this? – Children are asked to reflect on who was involved and may be affected.
- What needs to happen now? – Children are involved in choosing when and how to restore relationships.

Positive Behaviour Plans

As a school, we recognise that children's behaviour is their way of communicating their emotions. Some children exhibit particular behaviours based on early childhood experiences and family circumstances. In these instances, a positive behaviour plan will be devised to reinforce positive behaviours. This plan will involve input from school, the child and the parents. We will also seek advice from relevant external agencies such as Educational Psychologists, Counselling/Therapy services, MHST, etc. The school will also consider whether a multi-agency assessment of the child's behaviour would be beneficial.

Where a child is already on the SEND register for specific behaviour needs then the procedure for dealing with that child may differ to our usual procedures.

Use of Reasonable Force

[Use of reasonable force in schools - GOV.UK](#)

In the very last instance, staff are able to use techniques to prevent children from injuring themselves or others, or causing damage to property. Any incidents of safe holding will be reported and recorded appropriately on CPOMS. Staff will never be asked to compromise their own safety when dealing with unacceptable behaviour.

Exclusions

A final decision to exclude a child will be taken by the Headteacher if allowing the child to remain in school would seriously harm the education, safety or welfare of the pupil or others in the school. The Department for Education's statutory guidance is referred to in any decision to exclude a child from school. The Governing Body is also informed.

Behaviour off the School Premises



Children at the school must agree to represent the school in a positive manner. Expectations for excellent behaviour apply both inside and out in the wider community, particularly if the child is dressed in school uniform. Complaints from members of the public about poor behaviour by children at the school are taken seriously, especially as this may indicate a safeguarding concern.

Staff may discuss with the children behaviour off the school premises when the child is:

- Wearing school uniform
- Travelling to or from school
- Taking part in any school related activity
- In any way identifiable as being a child at the school

Behaviour off the school premises also includes their online presence. Whilst this is a parental responsibility and school should focus on teaching and learning, school may have to address this if issues arise in school as a result of anything that may have been said or done online. If there is a safeguarding risk, that policy will be followed.

Safeguarding

Safeguarding is everyone's responsibility and all adults must act upon any concerns they may have about a child's behaviour or welfare.

Adults must report any behaviour displayed by a child which gives reason to suspect the child is suffering from neglect, trauma or is at risk of significant harm. In these instances, the procedures outlined in the school's Child Protection and Safeguarding Policy will be followed.