



Positive relational behaviour policy

School Policy

Reviewed: November 2025

Agreed By: Governing body

Date: 13th November 2025

Version	Date	Reason for Update
1	July 2023	Overhaul – from Behyaviour policy to include Thrive and PROACT SKIPr UK
2	July 2024	Overhaul – Include Nurture UK
3	July 2025	Overhaul – Include WTAC, 3 rules and routines etc.
4	November 2025	Addition of a line about suspension and exclusion policy



Our vision:

We believe in the potential of every child regardless of background or individual needs as expressed in Luke 15, The Parable of the Lost Sheep. We are committed to providing an emotionally supportive environment, where pupils flourish, growing both spiritually and academically; securing foundations for each child to understand who they are and the unique qualities they bring to the world.

Introduction

At Langafel we understand that behaviour is a language, a form of communication. We strive to promote our children's positive mental health and well-being using the principles of the Thrive approach and Nurture-UK to support the children to manage their emotions and to develop socially appropriate behaviours. We set clear expectations and boundaries of behaviour according to the age or developmental stage of the child using the techniques from 'When the adults change'. We do not insist on compliance, rather we support the children according to their individual needs to be able to act in accordance with our rules, ethos and values. The school community's ethos is derived from our values of honesty, aspiration, team work, enjoyment, perseverance, confidence, respect and Koinonia, chosen by all stakeholders in our Church of England School and the rules of Be safe, Be respectful and Be positive.

We are trauma informed and work with positive behaviour strategies to avoid crisis. We have fully adopted and trained all members of staff in the practices and principles associated with the Kent PROACT-SCIPr-UK Network (approved by the Loddon Training and Consultancy). PROACT-SCIPr-UK stands for Positive Range of Options to Avoid Crisis using Therapy – Strategies for Crisis Intervention and Prevention. It is the intent of PROACT-SCIPr-UK® to minimize the use of physical interventions and to emphasize sound behavioural support strategies based upon an individual's needs, characteristics and preferences.

Our Positive Relational behaviour policy ensures that within a framework of expectations, routines, rights, and responsibilities, we guide, encourage and teach pupils to form positive relationships with all that are around them which in turn, allows teachers to teach and pupils to learn.

To ensure that the school community operates fairly, everyone is expected to participate in making and agreeing the expectations by which we work.

To create and maintain a positive classroom and school environment we encourage:

- Self-regulating behaviour
- Taking responsibility for the choices we make and the consequences of these choices
- Having respect for the rights and beliefs of adults and of other pupils
- Working co-operatively
- Honesty and fairness

This is achieved through a clear and shared set of expectations, rights, routines, and responsibilities.



For more information in the approaches that we have adopted as a school please refer to the following websites:

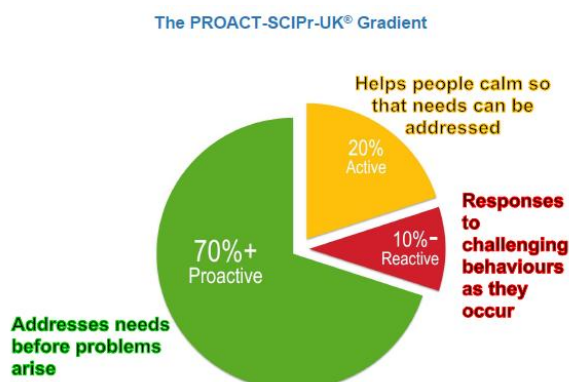
- [About us | The Thrive Approach](#)
- [Home - NurtureUK](#)
- [Loddon Training | Loddon | PROACT-SCIPr-UK® \(loddonschool.org\)](#)
- [Paul Dix's Behaviour Change Online Course](#)

Rationale

This document provides a framework for the creation of a happy and safe environment with clear expectations in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow everyone to understand the policy of the school and to apply it consistently and fairly. One of the core principles of the Thrive Approach, Nurture-UK, WTAC and PROACT-SCIPr-UK is that the adult-child relationship is vital when developing the child's social and emotional skills essential for life learning. When children experience safety in their relationships they open up to new learning; when they experience a threat to their safety they mobilise themselves for responding to danger and/or prepare to shut down if the conditions are overwhelming and they lack the resources to respond.

Aims

- To ensure a consistent approach to behaviour to be adopted by the whole school community
- To ensure all children/ adults strive to achieve as highly as possible
- To know and uphold our values, supporting all those who work/interact in our school
- To ensure children feel safe, protected and valued in order to be able to learn and are educated about how to behave in a way that will allow them to succeed in the wider community
- For staff to be mindful and to have a deep reflective, team approach to behaviour which challenges.
- Staff will consider how the environment could be adapted for the individual child with effective support strategies. Utilizing the PROACT SCIPr gradient:





Principles

As a Church School, we are committed to developing both our school and Christian values to encourage children to become effective members of society. We also aim to help children become moral, productive citizens in the future in line with British Values.

We expect children leaving Langafel Primary School to have a clear understanding of right and wrong and be able to make good choices when confronted with difficult situations. We aim to develop self-discipline and perseverance in children so that they are able to overcome challenges both in the classroom and in the world outside of education.

A Whole School Approach

Staff will be trained to employ a relational approach to behaviour following the key principles of WTAC, PROACT-SCIPr-UK, Nurture-UK and the Thrive Approach, being proactive in developing a secure and positive relationship with the child promoting self-regulation and behaviour for learning. Staff will refer to the Gateways for proactive behaviour management (appendix 2) to develop appropriate individualised support.

As well as individual approaches, at the beginning of the year each class will discuss the whole school behaviour expectations and think about our school values (see below). They will use it to help them form a Class Charter which will be displayed in the classroom. This will be re-visited at the beginning of each term and referred to throughout the school day as necessary. These charters should refer to our values but be age and class specific.

Positive noticing and recognition

When the adults change builds on a firm foundation of positive regard and capital gained from catching the children getting it right. This is underpinned by tools such as Meet and Greet, recognition boards, positive noticing and notes or phonecalls home. These tools all encourage children to keep the school rules and helps them to understand the expectations set.

Routines

Consistent school and phase routines help children to feel safe and reduces their mental load. They also instill a calm environment. At Langafel we follow 'Wonderful walking' and line up in register order when we leave the room or line up in other locations. New routines will be added as and when necessary.

Golden Book

Every week staff will nominate at least one child from a class to be entered in the Golden Book. This should be for a specific reason in which the child has shown either great improvement or achieved very highly. The child will receive a certificate from the Headteacher stating the reason for the nomination. They will have their success shared with the school in Worship.



Whole School Behaviour Expectations

We expect every child in the school to know and adhere to the following school rules. These whole school expectations are accessible (supported by visual symbols) for all pupils as follows:

Be Safe
Be Respectful
Be positive

If the rules are not followed staff will follow the classroom support plan – Appendix 3, using the scripts in WTAC and contained on the WTAC lanyards.

If behaviour does not change following reminders and take up time it may be necessary to issue a consequence, these could take the form of:

Completing missed work at home

Work that was not done in the lesson taken home, signed by a Parent/Guardian and returned before the start of the next lesson.

Reflecting on behaviour with a teacher

5 minutes at breaktime or 10 minutes to think about what happened at lunch or the end of the day can be enough. Lengthy detentions served days after the incident don't make the point or teach anyone better future behaviour. Any detentions should be as soon after the event as possible, short and focused, designed not just to deter but to agree future behaviour and reinforce existing boundaries. In some circumstances a longer period away from the playground may be required to keep everyone safe and allow children processing time after an incident.

Natural consequence

Cleaning up the mess, repairing the display, reorganising the classroom, making up with peers are examples of natural consequences. If you can find a consequence that repairs the damage rather than just punishing the behaviour it all makes more sense.

Behaviour support plans (Appendix 4)

Staff will complete Behaviour support plans for children who demonstrate behaviour that challenges. These are used to help plan future individual behaviour support strategies. Some pupils may be given a personalised behaviour support plan if individual needs are not being met through the outlined whole school approach. This will be written in consultation with the adults working alongside the child and their parents.

Racial, Homophobic, Religious Incident online form

Something is a racist or religious incident if the victim or anyone else thinks it was carried out because of hostility or prejudice based on race or religion. If this is the case it should be recorded on the racial, religious



or homophobic form which can be found here [Report racial and bullying incidents - KELSI](#). The incident should also be recorded on CPOMS as a racial incident. Parents from both parties must be informed of the incident and outcomes.

Behaviour support plans can be found in the staff shared area and the end of this policy.

Positive Handling (reasonable force)

The use of restraint is to be avoided where possible but in some circumstances it may be used to:

- avoid injury to children or adults
- avoid self-harm
- avoid significant damage to property
- prevent the continual disruption to the learning of others.

All SLIC staff and PROACT SCIPr UK instructors and practice leaders have received appropriate training in positive interventions and if a child is restrained this will be recorded in the bound and numbered book.

Searching and confiscation

In addition to the general power to use reasonable force described above, the headteacher and staff authorised by the headteacher can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- Knives and weapons
- Alcohol
- Illegal drugs
- Medication other than their own inhalers.
- Stolen items
- Tobacco, cigarette papers and vapes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Schools’ common law powers to search states:

- School staff can search pupils with their consent for any item.

They may search without consent for the items listed above plus mobile phones which have not been agreed or handed in.

Force cannot be used to search for items banned under the school rules.

Suspensions and Exclusions

Suspension – Examples of extreme behaviour which fall outside the above system and would result in the child being sent to the Headteacher/Deputy Headteacher or senior member of staff immediately. This would include:

- Extremely aggressive behaviour
- Foul language



- Racist remarks
- Bullying

This may result in an internal and/or external suspension at Head teacher's discretion.

Parents will be notified of the reason for any external suspension in writing. A copy will be sent to the Exclusions Officer and a meeting between the parents and the Headteacher will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour pattern is significantly reduced. A written record of the discussion, and commitments to the agreed plan by both parents and the school, will be made. One copy will be kept by the school and one will be sent to the parents.

The policy will be adjusted accordingly for individual pupils where behaviour is a direct result of a disability. Please see the suspension and exclusion policy for further details.

Outside Agencies

Any worries about a pupil should be communicated to the SENCo or DSLs. There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, SENCo, Head teacher and parents. Outside agencies will need information from teachers therefore we need to document evidence of behaviour carefully so that it can be collated when required.

Monitoring

In the light of this policy the SLT will continually monitor the behaviour throughout the school.



Appendix 1

Langafel CE Primary School Rules

We expect every child in the school to know and adhere to the following school rules. The whole school expectations are accessible (supported by visual symbols) for all pupils as follows:

Be safe
Be respectful
Be positive

Appendix 2

THE CLASSROOM SUPPORT PLAN

calm and easy on every step with plenty of take up time

Resist the urge to jump steps.



REMINDER

Take up time



WARNING AND A MINUTE

Take up time



LAST CHANCE AND 2 MINUTES AFTER

Take up time
(lots)



TRIAGE



TEACHER'S CHOICE

Quick catch up, restorative repair, imposition,
detention or natural consequence

**WHEN
THE ADULTS
CHANGE**

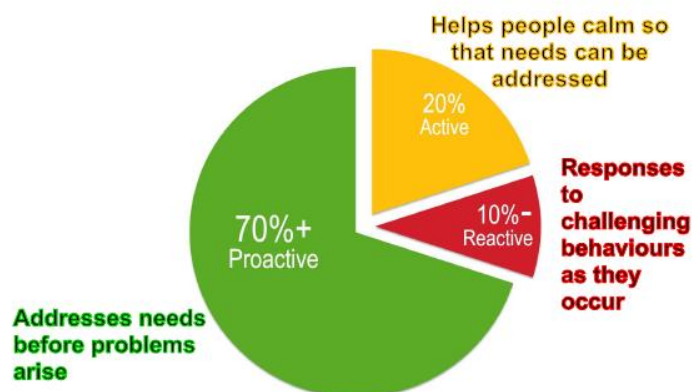


Appendix 3

Gateways to Positive Behaviour - Proactive Management Kent PROACT-SCIPr-UK Network (2018)

- **Communication**- Have you offered an opportunity to communicate
- **Choice**- Have you offered the pupil another activity or choice
- **Environment** - Have you offered a change of location, or could you adapt the space?
- **Physical Needs** -Have you considered health, hunger, toilet, tiredness etc.
- **Interaction** - Have you considered a change of staff member and/ or need for attention
- **Therapeutic alternatives** -Could you offer time out/ listen to music/ massage
- **Relaxation**- Have you tried deep breathing/ slow breathing
- **Calming Techniques** - Have you tried redirecting, reassurance, talking down
- **Listening Techniques** – Have you listened, picked up cues and signs and given prompts
- **Sensitivity/ thoughtful** - Have you helped to restore the individual's confidence/ dignity, offered a functional/ constructive activity

The PROACT-SCIPr-UK® Gradient





Appendix 4

BSP



Individual Behaviour Support Plan			
Positive Support Strategies to include: communication system(s), rewards, sanctions, motivators etc.			
Pupil Name		Class	
Need(s)		Age	
Start Date		Review date	

Antecedents / Triggers: • • •			
Causes of current behaviours: Setting events - SEAT • • •		Thrive stage and targets: • • •	
Green - Proactive (Calm/relaxed & baseline learning behaviour)	Amber - Active (Becoming anxious / distressed / agitated)	Red - Reactive (Crisis / significant incident / stressful situation)	Blue - Post-Reactive Recovery (Returning to baseline / calming/relaxing)
BEHAVIOUR •	BEHAVIOUR •	BEHAVIOUR •	BEHAVIOUR •
SUPPORT STRATEGIES •	SUPPORT STRATEGIES •	SUPPORT STRATEGIES •	SUPPORT STRATEGIES •
PROACT-SCIPr:	PROACT-SCIPr:	PROACT-SCIPr:	PROACT-SCIPr:

Signed: Teacher: _____ Parents / Carers: _____

AEN/Thrive: _____

Teaching Assistants: _____

SLT: _____