



Relationships Policy

(Behaviour, Relationships and Anti-bullying)

September 2025

Our policy is underpinned by our school motto:

‘Exploring Possibilities Together’

And our theological roots:

‘Love one another, as I have loved you’ – John 13 v34



This policy should be read alongside our Child Protection Procedures, Safeguarding Policy, Complaints Policy, Whistleblowing Policy, Code of Conduct, Health and Safety policy and other school-based documentation. This policy also sits alongside SAST policies at trust level such as the suspensions and exclusions policy (and others). This policy should be used in conjunction with Department for Education policies such as [Behaviour in schools: sanctions and exclusions: School behaviour policy -](#)

[GOV.UK](#)

Relationships and Behaviour at St Nicholas

Our rules are:

Ready



Respectful



Safe



<u>Relationships</u>	<u>Expectations</u>	<u>Rewards</u>
• Warmly welcome each other • Calm tone of voice • Respect amongst all, regardless of role • Consistency • Considerate • Predictable, rational reactions from adults • Predictable routines • Know and value each other as individuals • Open culture regarding emotions • Compliments for effort and achievements/ praise for reflectiveness and resilience • Don't hold grudges • Separate the person from the behaviour • Allow a fresh start following a resolution of an issue • Be aware of what our body language might be communicating • Follow through on statements to prove we can be trusted, • Help each other know how we belong here • Explicitly model how to make mistakes, how to disagree with others and how to make meaningful changes • Catch children doing the right thing and explicitly acknowledge it • Proximity praise • No raised voices unless for urgent safety reasons	<u>Be ready to learn</u> • Right place, right time • Active listening • Positive, calm body language • Focused on learning • Respond resiliently to mistakes • Body, mind and equipment ready <u>Be respectful</u> • Do not discriminate • Listen to all voices and opinions • Respond kindly, even when we disagree • Understand that tone contributes to respect as much as words chosen • Value others feelings and views • Understand that respect is needed for every single person • Respect the physical environment and objects <u>Behave in a safe way</u> • Stay in the area you are supposed to be for the activity you are doing • Use equipment in a way which is safe to yourself and others • Do not act in a way which could pose a danger to yourself or others • Do not bring items to school which could pose a risk to yourself or others	• Verbal praise • Whole class rewards (for example marbles in a jar for extra playtime etc) • <i>Individual rewards (for example class star of the day gets to sit in a comfy chair, or Wise Owl of the week gets to play a board game with a friend etc),</i> • <i>Team Points (working towards extra playtimes for house teams)</i> • Visit another member of staff to celebrate • Stickers • Weekly celebration worship, rewarding effort and achievements in both academic and personal areas of life. • Explicit certificates awarded in weekly worship (Maths and Writing, and one for Class Cup focusing on the school's Christian values) • Dojo points • Celebration displays of work and photos • Calls/texts/positive notes home Visit the Headteacher for an award (certificates, stickers etc)

<u>Anti-Bullying</u>	<u>Support</u>	<u>Consequences</u>
<u>Definition of Bullying...</u> • Several • Times • On • Purpose If unkindness is conducted several times on purpose, this is bullying and must be addressed. Bullying comes in many forms: verbal, physical and online to name a few. It is not tolerated at this school. <u>Bullying is not...</u> • Disliking someone • Falling out with someone • Having a different point of view to others • Not wanting to play with someone <u>We expect...</u> • See it, hear it or experience? Tell a trusted adult. • Do not be a passive bystander; speak out and/or get help. • Been involved? Be reflective and honest then make a change. <u>What we do...</u> • Investigate, • Issue consequences, • Provide support, • Aim to address the cause of the behaviour, • Take steps to restore the relationships affected.	• 1Decision curriculum • Zones of regulation on display and 'Big emotions' coping strategies (grounding techniques) explicitly taught and on display. • Year 6 Buddies • ELSA support • MHST support for students, staff and parents through 'Little Lives' counseling • Interventions (for example, 'Talkabout', 'Lego Therapy' and 'Social Thinking', social skills groups), • Individual behaviour plans, • Family meetings, • Annual 'Friendship Week' (national anti-bullying week), • Worry jars • Regulation areas (comfy/quiet zones with sensory objects).	<i>The severity of the behaviour will dictate the level of consequence required. For example calling out in class would receive a lower level of consequence than repeated violence. Consequences will be delivered in a discrete way, avoiding shameful situations. We seek opportunities to praise a change in behaviour after a consequence has been issued.</i> • Verbal warning (the child should clearly understand what behaviour needs to change, why and what will happen if it does not), • A first step consequence (for example a few minutes of play lost, move to a different seat in classroom, verbal apology), • A next step consequence (for example removal from playground, work in a different classroom, written form of apology), • Sent to senior staff, • Contact with parents, • Individual behaviour plan implemented, tailored to the individual to address the behaviours concerned, • Internal suspension (for example a set period of time completing school work in Headteacher office/area), • Fixed-term Suspension (in-line with trust policy), Permanent Exclusion (in-line with trust policy).

<u>Vocabulary we use...</u> Good choice, poor choice, well done, proud of you, I care, action, consequence, dysregulation, I notice, Thank you for ____.	<u>Vocabulary we do not use...</u> Naughty, punishment, revenge, "because I said so."
<u>When is this policy relevant?</u> During all elements of school life: in school buildings, on outdoor school grounds, during school hours, during clubs, on school trips, at school-based events such as movie nights/discos etc.	