

Tunstall CofE Primary School



Positive Relationships Policy

Tunstall CEP Vision

'Thinking deeply, loving abundantly, serving graciously, for the Glory of God'

'We believe that God's abundance is for everyone, nurturing a servant heart for the local community of Tunstall and beyond. Learning opportunities are broad, inclusive and inspiring where creativity is nurtured and harnessed at every opportunity through our unique, Discovery Curriculum. Children and staff are safe, secure and empowered to be risk takers. We are a culturally diverse school who value each other's uniqueness with dignity and respect. We think deeply, love abundantly and serve graciously for the Glory of God and thus uphold our biblical underpinning of John10:10 being: 'A place where everyone can flourish'.

Signed: D.Jones and K.Fleckney

Date: November 2025

Review Date: November 2028

FRIENDSHIP, KINDNESS, SERVICE, FORGIVENESS, PERSEVERANCE, TRUTHFULNESS



Tunstall Church of England Primary School Positive Relationships Policy

At Tunstall Church of England Primary School, our Christian vision is rooted in John 10:10: 'I have come that they may have life and have it to the full.' We are 'A Place Where Everyone Can Flourish' Through our ethos of Thinking deeply, Serving graciously, and Loving abundantly for the Glory of God, we create an environment where positive relationships underpin all aspects of school life.

This Positive Relationships Policy is built upon the principles of Paul Dix's 'When the Adults Change, Everything Changes', promoting respect, restorative practice, and high expectations. It aligns with English statutory frameworks including the Department for Education's Behaviour in Schools Guidance (2024), Keeping Children Safe in Education (2025), the Equality Act 2010, and the SEND Code of Practice. It also reflects our commitment to children's rights under the United Nations Convention on the Rights of the Child (UNCRC).

Purpose

The purpose of this policy is to provide clarity, consistency, and compassion in fostering positive behaviour and relationships. It seeks to establish a respectful, safe, and nurturing environment in which every child can flourish academically, socially, and spiritually.

Aims of the Policy

- To cultivate a positive culture of discipline, respect, and achievement rooted in Christian values.
- To provide clear expectations through the three school rules:
 - I respect myself.
 - I respect others.
 - I respect God's world
- To adopt SMART (Showing My All Right There and Then) as the school standard for personal effort and responsibility.
- To ensure behaviour practices are restorative, fair, inclusive, and consistent with UNCRC principles.
- To create a safe and supportive learning environment for all pupils, acknowledging and addressing individual needs.

Guiding Principles

- **Christian Values:** Service, Truthfulness, Perseverance, Friendship, Kindness, and Forgiveness are lived out daily.
- **Simplicity and Clarity:** Expectations are concise and understood by all members of the community.
- **Modelling by Adults:** Staff model respect, truthfulness, and forgiveness, in line with Paul Dix's emphasis on adult behaviour as the driver for change.
- **Consistency and Fairness:** Behaviour expectations are applied consistently across the school, offering opportunities for reflection and restoration.
- **Rights Respecting Practices:** The policy is grounded in the UNCRC, ensuring children's rights are respected and upheld.
- **Restorative Approaches:** Conflict resolution is guided by Christian forgiveness and restorative dialogue.

Restorative Practice Framework

Restorative practices are used to address unexpected behaviours and to repair relationships. Pupils are supported to take responsibility for their actions and understand the impact on others, guided by values of forgiveness and reconciliation.

Restorative questions include:

- What happened?
- What were you thinking or feeling at the time?
- Who has been affected, and how?
- What needs to happen to make things right?
- What will you do differently in the future?

Vision, Values, and Ethos

Vision: 'A Place Where Everyone Can Flourish' (John 10:10).

Ethos: Thinking deeply, Serving graciously, Loving abundantly for the Glory of God.

Christian Values:

Service

Truthfulness

Perseverance

Friendship

Kindness

Forgiveness

School Rules

I respect myself – by showing perseverance, self-care, and pride in my learning and behaviour.

I respect others – by showing kindness, friendship, and truthfulness in all relationships.

I respect God's world – by serving graciously, caring for creation, and using resources wisely.

SMART Expectations

SMART = Showing My All Right There and Then. Pupils are encouraged to give their best effort and attitude in every activity and interaction, demonstrating perseverance, resilience, and responsibility.

Tunstall CEP has high expectations of pupils' conduct; disruption to teaching and learning is not tolerated and proportionate action is taken to restore a calm learning environment.

Promoting Positive Behaviour

- Relationships built on Christian love, respect, and forgiveness.
- Clear routines that promote safety and consistency.
- Non-verbal and verbal cues used calmly and respectfully.
- Positive recognition and rewards for effort, kindness, and adherence to rules.
- Celebration of achievements through class collaboration rewards, weekly awards where parents/carers are invited, postcards home, stickers, stampers, verbal praise, non-verbal praise such as 'hi five', thumbs up, smiles, and Harris's Respect party.

Tunstall CEP as an Anti-Racist School

At Tunstall CEP, we believe that every child is created in the image of God, uniquely valued and loved, as reflected in our vision: "A place where everyone can flourish" (John 10:10). Rooted in our Christian faith, we are committed to nurturing a community where dignity, respect, and love abound, and where God's abundance is for everyone.

We stand firmly against all forms of racism and discrimination. Our school is an overtly anti-racist environment where diversity is celebrated as a reflection of God's beautiful creation. We actively challenge and seek to eradicate racism in all its forms, ensuring that every child, family member, and staff member feels safe, valued, and empowered.

Our commitment to anti-racism is not passive but active. We:

- Promote equality and inclusion in every aspect of school life, from our curriculum to our interactions.
- Educate our community about the harms of racism and the importance of justice, kindness, and humility as taught by Christ.
- Encourage children and staff to think deeply, love abundantly, and serve graciously by standing up against injustice and advocating for the voiceless.
- Foster an environment where cultural diversity is honoured and where every individual's uniqueness is respected with dignity.

We believe that to flourish means to live free from prejudice and discrimination and to grow in understanding, empathy, and love. As a school community, we pledge to uphold these values daily, ensuring that our vision is lived out in practice.

Sanctions: Graduated Response

Our staged approach to managing unexpected behaviour is underpinned by forgiveness, restoration, and fairness:

1. Non-verbal warning (gesture, look, proximity).
2. First verbal reminder with reference to school rules or a further non-verbal gesture –etc. gentle hand on table, finger to lips
3. Repeat verbal reminder. Stop – Think – Change (reflection time).
4. Time Out / Time Back to reset behaviour.
5. Involvement of Senior Leadership Team (SLT) and recorded in line with statutory requirements for serious or persistent behaviours.

Concerns with regards to behaviour alongside serious incidents such as intentional harm, discriminatory behaviour, or repeated disruption will involve parents/carers.

Behaviour				
Step 1 • A non-verbal reminder to reinforce positive expectation. • Restorative conversation with relevant adult if necessary.	Step 2 • A first verbal reminder/ or follow up non-verbal gesture such as gentle hand on table, finger to lips. • Restorative conversation with relevant adult if necessary.	Step 3 (only recorded on CPOMs if a pattern of unexpected behaviour is emerging) • A first or second verbal reminder/ stop think change prompt or equivalent. • If necessary, time out or time back to reflect. • Restorative conversation with relevant adult.	Step 4 (recorded on CPOMs) • A change of location within the class or out with the class to a different learning space to allow for success and are 're-set' • If necessary, time out or time back to reflect. • A restorative conversation with relevant adult. • Parents are to be contacted by class teacher supported by Phase Leader.	Step 5 (recorded on CPOMs) • A change of location with SLT notified • A restorative conversation with the relevant adult. • If necessary, time out or time back to reflect. • Child to be involved if a sanction is deemed necessary. • Solution focussed meeting to be called by Phase leader or DHT
Restorative conversations should be built upon the 3 school rules: • Respect for ourselves • Respect for others • Respect for God's world The Zones of Regulation and school values to support reintegration back into the learning environment or play time. The adult addressing the behaviour has the restorative conversation in a timely fashion but only when the child is ready.				

Summative examples NOT a definitive list				
• Disturbing others who are learning • Calling out once • Getting out of class seat unnecessarily • Unkindness such as not letting someone play or boasting about football skills	• Task avoidance • Time wasting • Calling out repeatedly or disturbing another child from learning/listening repeatedly • Not following instruction with reminder	• Blatant defiance/refusal • Persistent high-level disruption • Stealing • Reactive unkindness • Reactive provocation • Reactive aggression physically or verbally • Swearing when in heightened state	• Swearing with malice directly at a person • Intentional (not diagnosis related) physical aggression/harm to others without provocation • Use of an item as a weapon to harm others • Dangerous behaviour - climbing over the stairwell, boundary fence, attempting to break windows	• Racism • Homophobic verbal or physical behaviour • Bullying • Deliberate, intentional, cruelty • Use of an offensive weapon • Intentional dangerous behaviour which causes injury
Low level behaviour which can be quickly and easily resolved by any adult.	Low level behaviour which can be resolved by any adult.	Behaviour addressed by any adult but may demonstrate an unmet need so class teacher should be made aware.	Behaviour addressed by any adult but may demonstrate an unmet need so class teacher should be made aware This behaviour falls within the responsibility of Phase leaders to support class teachers' decision-making. Class teacher will report this to parents. Serious or repeated incidents may amount to child-on-child abuse and will be managed under both the behaviour policy and the Safeguarding policy.	This behaviour may lead to a significant sanction therefore HT/DHT will need informing and involvement in decision-making processes. HT/DHT will determine who notifies parents/carers and may invite them in for a solution focussed meeting. Staff may search for and confiscate prohibited items in accordance with DfE Searching , Screening and Confiscation guidance.

Children who are dysregulated are not ready for the benefits of a restorative approach; the professional judgement of all adults will be to determine the correct time. No more than 1 minute of learning time can be lost by the class whilst a member of staff addresses behaviour.

The script is to be used, and secondary behaviours are not to be addressed.

Children who reach step 4 or 5 will not be able to achieve their Star Badge that week.

SLT will not carry out the restorative conversation they will simply support children to re-regulate. The responsibility for restoration always lays with the adult who is responsible for the child, this includes midday meal supervisors, after school and breakfast club staff, teaching assistants and class teachers. SLT can be available to cover classes to enable teachers to have restorative conversations. SLT should not be requested to attend an incident and support behaviour unless a dynamic risk assessment deems it absolutely necessary. All staff are empowered and equipped to deal with all behaviours.

Possible sanctions children and staff may decide together

- Part missing of a break time – 5 or 10 minutes
- Playground only play for up to 5 days
- Walking alongside a member of staff
- Sitting quietly to reflect (with a fidget, reading book, play-doh or drawing etc)
- Apology tasks - letter writing or card making
- Completion of work in class or taken home if parents agree

Behaviour incidents will not be recorded in front of the children or discussed with other members of staff unnecessarily. Behaviour and wellbeing of children are confidential matters.

Tunstall CEP Predictable Response

The majority of children are able to follow adult instruction even when they are in the Red Zone. For occasions when children are unable to do this, we will refer to our predictable response:

1. 'Stop' this is an unexpected behaviour.
2. It looks like you are in the ... Zone because I can see...
3. I am here to help you when you are ready.
4. You can either stay here with me, or you can go for recovery time to the ...

We will allow children 'take up time' of at least 1 minute to make their choice. If the unexpected behaviour continues, we will repeat steps 3&4 up to two more times.

At this point an additional familiar adult will be asked to 'tag team' in, or support to facilitate longer 'take up' time.

Use of Reasonable Force and Restrictive Interventions

Government guidance allows school staff to use reasonable force, including physical restraint, only to prevent a pupil from harming themselves or others, damaging property, committing a criminal offence, or causing serious disorder. The use of force is always a last resort, must be lawful, proportionate and necessary, and is never used as a punishment.

At Tunstall CEP Primary School, we prioritise prevention, de-escalation and positive behaviour management. In rare situations where a child's behaviour presents an immediate risk, reasonable force may be used, for the shortest time necessary, to maintain safety and protect wellbeing and dignity.

All staff have the legal power to use reasonable force; however, only staff who have received appropriate training are expected to carry out restrictive physical interventions. Staff are trained in positive handling and de-escalation strategies to minimise the need for physical intervention and to support children to regulate their behaviour safely.

Dangerous or airway-restricting holds are not permitted. Any significant use of reasonable force or seclusion is recorded, reported to parents, and reviewed by senior leaders. Where risks are foreseeable, individual risk assessments and Behaviour and Risk Reduction Plans are in place.

If seclusion is used as a safety measure, it will only occur where necessary to manage immediate risk, will be supervised, time-limited, never used as punishment, and will be recorded and reported in line with statutory guidance.

Following any use of reasonable force or restrictive intervention, a debrief will be held with the child, staff involved, and parents/carers where appropriate. Strategies will be reviewed and updated to prevent recurrence, we will also review any relevant plans or strategies to strengthen prevention and safeguarding.

Individual Behaviour and Support Plans

For a small number of pupils requiring additional support, personalised Behaviour and Risk Reduction Plans will be provided. These will include tailored strategies, risk assessments, and multi-agency support in line with statutory guidance. Behaviour and Risk Reduction Plans will be co-produced with parents/carers and relevant professionals to ensure a holistic approach tailored to the child's needs.

Suspension and Permanent Exclusion

All decisions relating to suspension (fixed-term exclusion) or permanent exclusion are taken only by the Headteacher, or in the Headteacher's absence, the Deputy Headteacher acting as Headteacher, in accordance with statutory guidance. Such decisions are made lawfully, reasonably, fairly and proportionately, and only as a last resort.

Suspension or permanent exclusion will be considered where:

- there has been a serious breach or persistent breaches of the school's Behaviour Policy; and
- allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Permanent exclusion may be considered in response to:

- persistent and serious breaches of the Behaviour Policy, including where previous suspensions have not resulted in sustained improvement; or
- a one-off serious incident, such as serious physical harm, serious threats of violence, or misuse of substances, where the safety or welfare of pupils or adults is placed at significant risk.

All suspensions and permanent exclusions will be reported to the Governing Body and the Local Authority without delay. Parents will be informed immediately and provided with the information required under the statutory guidance, including their right to make representations.

Communication with parents

At Tunstall CEP, we deeply value the close and trusting partnership we share with our parents and carers. We recognise and appreciate the commitment and investment that families make in their children's wellbeing, spiritual growth, and academic progress. This partnership is fundamental to nurturing a supportive and thriving, exceptional school community where every child can flourish.

Parents/carers are encouraged to raise any concerns promptly through designated staff. The school will respond in a timely manner and work collaboratively to resolve issues.

We are grateful for the understanding shown by parents regarding the demands placed on our staff, and we are committed to maintaining open and timely communication. We pledge to respond to all enquiries and concerns promptly—typically within 48 hours and always within five working days—ensuring that every voice is heard and valued.

Our school vision, grounded in treating everyone with dignity and respect, extends to all members of our community. We pledge to uphold this ethos in every interaction with our families and, in turn, expect the same respect and kindness to be shown towards our staff and school community.

Together, through mutual respect and collaboration, we create an outstanding, nurturing environment where children are empowered to learn, grow, and flourish.

Roles and Responsibilities

The Headteacher retains overall responsibility for determining and implementing measures under section 89 of the Education and Inspections Act 2006 and for ensuring this policy reflects the governing body's Statement of Behaviour Principles and the DfE Behaviour in Schools (2024) guidance.

- Governors: Monitor policy compliance and ensure alignment with Christian ethos.
- Headteacher: Lead implementation and ensure consistency.
- Deputy Head: Support staff, pupils, and parents in applying restorative practices.
- SLT to cover staff when necessary for restorative conversations
- Staff: Model Christian values and apply policy consistently.
- Pupils: Follow the three rules and embody the values of service, kindness, forgiveness, and truthfulness.
- Parents/Carers: Support the school's expectations and work in partnership with staff.

Training and induction

All staff receive regular training on the school's behaviour expectations, routines, restorative approaches and the use of Zones of Regulation.

Induction for new staff includes the behaviour policy, the stepped response and expectations around recording and reporting incidents.

Monitoring and Review

All behaviour incidents recorded on CPOMS will be treated as confidential and shared only with relevant staff. Recording will be timely and factual, avoiding subjective language. Patterns of behaviour will be monitored to inform support plans.

We will use behaviour data (CPOMS logs, exclusion data, discriminatory incidents) to evaluate the impact of this policy and report to governors.

The policy will be monitored regularly by the Headteacher and Deputy Head, reported to Governors, and reviewed every two years to ensure alignment with English statutory guidance and the school's Christian vision. Regular feedback from pupils and staff regarding behaviour practises will be sought to inform policy review and development.

Relevant Guidance & References

- Department for Education – Behaviour in Schools Guidance (2024)
- School suspensions and permanent exclusions (2024)
- Restrictive interventions, including use of reasonable force, in schools (2026)
- Keeping Children Safe in Education (2025)
- Equality Act (2010).SEND Code of Practice (2015)
- Paul Dix – 'When the Adults Change, Everything Changes'
- United Nations Convention on the Rights of the Child (UNCRC)