



CRADLEY CE PRIMARY SCHOOL

Cradley Primary School

Relational Behaviour Policy

Vision Statement: Enriching Lives

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School Ethos

At Cradley Primary School, our Christian values guide all aspects of school life. We believe that behaviour is rooted in relationships, and that every child thrives when they feel safe, valued, and connected.

We aim to nurture respectful, caring, and resilient individuals by building strong relationships between children, staff, and families.

When behaviour falls short of expectations, we respond with compassion and support, focusing on growth, repair, and restoration rather than punishment alone.

Good Behaviour in Our School

As children journey through our school, they are supported to be respectful, kind, and tolerant of each other.

We encourage children to:

- Do their best and take pride in learning.
- Contribute positively to school life.
- Treat others, their belongings, and the environment with respect.
- Show empathy and consider the impact of their actions on others.
- Be ready to learn and to support their peers.
- Share their worries or conflicts with a trusted adult.

These expectations are taught, modelled, and reinforced through relational practices.

School Routines

Routines are designed to create a calm, respectful environment where children feel safe.

We remind children that routines are about caring for themselves, others, and our shared spaces.

Examples include:

- Moving calmly and quietly through corridors to respect others' learning.
- Using hall passes responsibly and respectfully.
- Lining up in ways that show readiness and respect.
- Beginning lessons by preparing belongings and being open to learning.
- Resolving disagreements with kindness and, when needed, with adult support.

Adults commit to listening carefully to children's voices and using restorative conversations to help repair relationships.



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Purpose

We act proactively, aiming to meet children's emotional and relational needs before difficulties arise.

Our goals are to:

- Ensure every child feels safe, respected, and included.
- Support children to learn self-regulation, resilience, and empathy.
- Model kindness and fairness, sharing God's love in our daily actions.
- Promote trust, compassion, and reconciliation when harm occurs.
- Use restorative practice, Thrive, and reflective opportunities to repair relationships and foster growth.

Principles

Behaviour is taught like any other skill, through modelling, practice, and support.

Disruption is addressed relationally, with a focus on restoring learning and safety.

Bullying, threats, derogatory language, or intimidation are not tolerated and are addressed through relational repair and appropriate consequences.

We encourage children to develop self-control, respect, and empathy through a curriculum that supports social and emotional learning.

Our Christian foundation is expressed in the principle: 'Treat others as you would like to be treated' (Luke 6:31).

Rules and Routines

Rules are few, clear, and framed positively:

- Be ready
- Show respect
- Be safe

These rules are co-constructed with children at the start of each term and revisited regularly.

We use rewards to reinforce positive choices, and restorative practices to address challenges.

Children are supported to take responsibility for their actions and to make amends where harm has occurred.

Rewards

We recognise and celebrate children's efforts, achievements, and acts of kindness.

Rewards may include:



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- Non-verbal praise (smiles, gestures).
- Verbal encouragement and recognition.
- Sharing achievements with peers, staff, or the headteacher.
- House points and celebration worship.

We ensure recognition is meaningful, fair, and connected to our values of kindness, respect, and readiness to learn.

Responsibilities

Staff commit to:

- Building positive, respectful relationships with all pupils and families.
- Modelling relational behaviours and emotional regulation.
- Listening with empathy and responding fairly.
- Using restorative practices consistently.

Parents are partners in this journey and are encouraged to:

- Engage with the policy and work collaboratively with the school.
- Reinforce relational approaches at home.
- Celebrate positive behaviour and progress with their child.

Leaders ensure staff are trained in relational and trauma-informed practice, and are supported in their role.

Supporting Behaviour Through Thrive

We recognise that children's behaviour is often linked to their emotional development.

Our Thrive approach supports children in understanding and regulating their feelings.

Strategies include:

- Whole-class and individual Thrive assessments to identify needs.
- Planned small-group and 1:1 relational interventions.
- Thrive clubs at breaktimes to support social interaction.
- Embedding co-regulation, attunement, and validation into daily practice.

Staff model empathy, active listening, and respectful communication to help children grow in resilience and self-regulation.

Sanctions

Sanctions are designed to teach and restore, not simply to punish.

Responses to inappropriate behaviour may include:

- Calm time with an adult to regulate emotions.



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- Reflective activities (drawing, writing, circle time).
- Opportunities to repair harm caused (e.g. helping to clean, making amends).
- Restorative conversations with those affected.
- Parental involvement when patterns of behaviour emerge.

Exclusion is a last resort and only after all relational strategies and supports have been attempted.

Supporting a Child Following a Sanction

After a sanction, staff support the child to reflect and repair through restorative discussion:

- What happened?
- Who was affected?
- How can this be put right?
- What can we do differently next time?

This process reinforces accountability while protecting the child's dignity and relationships.

Behaviour Outside School

Children's behaviour beyond school and online can impact relationships and wellbeing within school.

We apply the same relational principles to out-of-school behaviour, focusing on dialogue, repair, and community responsibility.

Initial Interventions

We provide early support for children who struggle to meet expectations.

This includes:

- Relational coaching and mentoring.
- Increased Thrive provision.
- Partnership with parents to strengthen home-school consistency.
- Engagement with external services when additional needs are identified.

Exclusions

Exclusion is used only in exceptional cases, where a child's behaviour seriously threatens safety or wellbeing, and after all relational and supportive interventions have been exhausted.

Even in these cases, exclusion is accompanied by a clear reintegration plan focused on restoring trust and belonging.

Review

This policy is reviewed annually with input from staff, governors, parents, and pupils.



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It is a living document that evolves to reflect our commitment to relational practice and Christian values.



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Appendix 1: Relational Responses and Restorative Practice

At Cradley Primary School, we believe that behaviour is best understood and addressed through relationships, not punishment. Restorative practice focuses on repairing harm, restoring trust, and learning from mistakes.

Rather than asking 'What rule has been broken and what punishment is needed?', restorative practice asks:

- What happened?
- Who has been affected?
- How can the harm be repaired?
- What can we do differently next time?

This approach supports children to:

- Take responsibility for their actions.
- Understand the impact of their behaviour.
- Learn skills for self-regulation, empathy, and problem-solving.
- Repair relationships and restore a sense of belonging.

Restorative conversations may be very short (30 seconds in class) or longer (with teacher/SLT at breaktime or, for serious incidents, a planned meeting with staff, peers, and parents).

Relational Consequences Framework

The table below sets out how behaviours are addressed at Cradley Primary School using restorative practice. Consequences are not punitive — they are relational, meaningful, and designed to teach and repair.

Behaviours	Strategies	Relational Consequences (Adult-guided)	Restorative Work
Low-level – calling out, chatting, fidgeting, wandering	Non-verbal cue, proximity, praise positive behaviour, gentle reminder	Redo behaviour in the moment (sit back down, follow instruction); short reflection card/sheet	Quick adult check-in: "What happened? What will you do differently?"
Disrespect to peers – unkind words, eye rolling, ignoring, minor conflict	Model respectful language, calm intervention, reminder of school values	Redo behaviour appropriately (say it kindly, share resource); teacher chat at break if repeated	2–3 min teacher-led restorative chat at break to explore impact and practise respectful choice
Disruption to learning – persistent calling out, distracting others, refusal	Offer choice, movement break, Thrive strategies, 1:1 encouragement	Repair disruption (tidy/reset space, hand out resources, calm time with adult); teacher chat at break	Teacher-led reflection: "How did this affect learning? What's your plan for next time?"



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Unsafe behaviour – running indoors, rough play, throwing items	Clear safety reminder, de-escalation if needed	Repair environment (pick up/tidy, practise safe behaviour with adult guidance); breaktime chat with teacher	Restorative reflection with adult: “Who could have been hurt? What safe choice will you make next?”
Verbal/emotional harm – repeated unkindness, taunting, exclusion	Adult listens to both sides, reinforces anti-bullying expectations	Kindness reflection task (write/draw pledge, restorative letter/picture); teacher chat at break; SLT chat if repeated	Teacher or SLT restorative conversation: share feelings, discuss impact, agree way forward
Serious incidents – aggression, physical harm, property damage, bullying	Immediate de-escalation, safe space, parental involvement, Thrive support	Repair through practical action (help fix/clean, apology, restorative project); breaktime chat with SLT	Full restorative meeting with SLT (and parents if appropriate) to restore trust and repair relationships

Restorative conversations should happen as soon as practically possible.

They should happen at breaktime or lunchtime.

Children should be reassured that the adult will come back to the conversations if it cannot happen straight away.

Children should be listened to and reassured that there will be a consequence.

Critical behaviours should be referred to SLT (Fighting, racism, aggression, vandalism, repeated behaviours).