



Positive Relationships Policy

Policy Number:	
Approval date:	
Review date:	

Adopted by the Board of Trustees/Governing Body

Signed Chair of Governors	
Signed Chair of Trustees	
Signed CEO	

The review of this policy will be as and when required in response to national requirements and in light of continuous school based monitoring and evaluation data.

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Our Foundations for Positive Behaviour

Adult Behaviour	Positive Recognition	3 rules
• Calm, consistent, equitable • Greet and acknowledge • Emphasise the positive • Routines	• Verbal praise • Team points • Postcard/texts/calls • Class recognition board • Celebration Assembly	• Be Kind • Be Safe • Be yourself

Consistent Routines, constantly embedded.
• Movement around the school • Pride in our environment and looking after it • Setting the weather at the start and end of the day • Ready to learn

Supporting Low Level Behaviour.
• Gentle reminder (privately if possible) • Second reminder (brief, calm, and linked to the rule) • Refocus / time to regulate • Repair conversation

The Script	Restorative Conversation
• I noticed you are.... (Having trouble getting started, struggling to get going..) • This doesn't meet our expectation of being... (ready, respectful, safe). • Do you remember last week when you.... (provide a positive example of something the child was recognised for) That is who I need to see today. • Thank you for listening, I'm going back into...	• What happened? • What were you feeling? What were your thoughts at the time? • Who has been affected by what happened? How have they been affected? How are they feeling? What consequences were there as a result? • What have been your thoughts since? What do you need to happen now? How can this be repaired • What can be done next time? What can help in the future?

Watling Meadows Primary School

Positive Relationships Policy

1. Introduction

At Watling Meadows Primary School, we believe that positive relationships are the foundation of a safe, joyful, and successful learning environment. Our approach is rooted in the principles of Paul Dix's *When the Adults Change, Everything Changes*, which emphasises consistency, empathy, and the transformative power of adult behaviour.

This policy sets out how we foster a relational, respectful culture built upon our three school rules:

- **Be Kind**
- **Be Safe**
- **Be Yourself**

These rules inform every interaction and underpin our shared commitment to helping every child flourish academically, socially, and emotionally.

2. Our Vision for Relationships

We aim to create a school where:

- Every child feels **noticed, valued, and respected**.
- Adults model the calm, predictable behaviour we expect from our pupils.
- Children understand the impact of their choices and develop the tools to repair relationships when needed.
- Consistency is not achieved through rigidity, but through **shared values and agreed practice**.
- Positive behaviour is reinforced through relationships, not rewards; through accountability, not punishment.

3. Principles and Philosophy

Inspired by Paul Dix, our approach is built on the following core principles:

3.1 Consistent, calm adult behaviour

Adults set the emotional tone. Staff commit to predictable responses, even in difficult moments. We respond *with* the child, not *to* the behaviour.

3.2 First attention to best conduct

We actively notice pupils living the values of the school. Quiet success is acknowledged meaningfully.

3.3 Relentless routines

Simple, clearly taught routines help children feel safe, grounded, and ready to learn.

3.4 Restorative approaches

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Conversations that repair harm, restore trust, and rebuild relationships are used wherever appropriate.

3.5 High standards and high support

We combine clear expectations with a compassionate understanding of children's needs.

4. Our Three Rules

Be Kind

We show kindness in our words and actions. We listen, include others, and treat everyone with respect.

Be Safe

We keep ourselves and others safe through responsible choices, safe movement, and awareness of our environment.

Be Yourself

We celebrate individuality. Every child is encouraged to express who they are, try new things, and take pride in their uniqueness.

These rules are simple, memorable, and emotionally resonant. They apply to all members of the school community.

5. Creating Positive Relationships

5.1 Relationships First

Every interaction is an opportunity to strengthen trust. Staff:

- Greet children warmly.
- Use each child's name and make eye contact.
- Listen actively and with curiosity.
- Stay calm, even when emotions are high.
- Prioritise connection before correction.

5.2 Classroom Climate

Teachers create environments in which:

- Expectations are clear and rehearsed.
- Mistakes are part of learning.
- Children are praised aloud and corrected quietly.
- The language of kindness, safety, and individuality is consistently used.

5.3 Language Matters

We use language that is:

- Clear
- Compassionate
- Non-confrontational
- Forward-looking
- Solution-focused

Phrases such as “I need you to...”, “Let’s try that again,” and “I can see you’re finding this difficult, let’s work it out together,” shape our interactions.

6. Responding to Behaviour

6.1 A relational approach

All behaviour is a form of communication. We focus on understanding the reasons behind behaviour, not simply reacting to the surface-level actions.

6.2 The corrective sequence

We use a predictable, stepped approach:

1. **Gentle reminder** (privately if possible)
2. **Second reminder** (brief, calm, and linked to the rule)
3. **Refocus / time to regulate**
4. **Repair conversation**

Time spent regulating is not a punishment — it is a tool to help a child regain control, reflect, and return successfully.

6.3 Serious incidents

In the rare case of unsafe or harmful behaviour, staff follow safeguarding procedures and ensure the immediate safety of all pupils. A restorative meeting will always follow.

7. Restorative Practice

Restorative conversations take place at the earliest appropriate moment. Typical questions include:

- What happened?
- What were you thinking/feeling at the time?
- Who has been affected?
- What can we do to make things right?
- How can we ensure this doesn’t happen again?

These conversations are supportive, not punitive. Their purpose is to rebuild trust and restore relationships.

8. Celebration and Recognition

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While we do not rely on extrinsic rewards, we recognise effort, progress, and kindness through:

- Positive phone calls or messages home
- Meaningful verbal acknowledgement
- Leadership roles or responsibilities
- Celebrating personal bests
- Sharing successes within and beyond the classroom

Recognition is **authentic, specific, and proportional**.

9. Supporting Vulnerable Pupils

We understand that some pupils may need additional support. Staff work closely with families, external agencies, and SEND specialists to create individualised plans where needed. These plans always align with the school's relational principles.

10. Staff Roles and Responsibilities

All Staff

- Model the three rules and relational expectations.
- Respond consistently and calmly.
- Prioritise relationships and restoration.

Senior Leaders

- Provide coaching, training, and support.
- Ensure policy is implemented fairly.
- Monitor trends and data.

Parents and Carers

- Work collaboratively with the school.
- Reinforce the school's values at home.
- Support restorative approaches.

Pupils

- Aim to follow the three rules in all areas of school life.
- Reflect on their choices.
- Contribute to a kind, safe, inclusive community.

11. Monitoring and Review

The Positive Relationships Policy will be reviewed annually by staff, governors, and members of the pupil community. Feedback from families will also inform ongoing improvements.

