Crockerton Church of England Primary School
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VISION STATEMENT

Be joyful. Grow to maturity. Encourage each other. Live in peace and harmony.

2 Corinthians 13:11

Behaviour and Relationships Policy

This is a single policy which has been written on behalf of the Governing Body for Crockerton Church of England VA Primary School.

Written	September 2025
Reviewed	November 2026
Author	Head Teacher
Review Cycle and Approval	Every Year Head Teacher
Next Review	September 2027

We are committed to safeguarding and promoting the welfare of children and young people

Our Core Principle

At Crockerton C of E Primary School, we believe in positive recognition, relational practice and kindness.

Every child has the right to feel safe, respected and valued. Behaviour is taught, modelled and supported in the same way as learning. Following the guidance of Dave Whitaker – The Kindness Principle and Paul Dix - When Adults Change, Everything Changes: Our calm, consistent and kind approach, shapes the culture of our school.

Key Aims

- To create a safe, inclusive and positive learning environment.
- To nurture relationships built on trust, kindness and respect.
- To use restorative approaches to repair and strengthen relationships.
- To support children in learning positive behaviours for life.

Our Principles in Practice

1. Adult Behaviour

- **Consistent, calm and kind**: Adults model the behaviour we expect from children.
- **Positive framing**: We focus on what we want to see, not what we don't.
- **Relentless routines**: Clear expectations are taught and reinforced every lesson.
- **Regulation before consequence**: We support children to calm before discussing behaviour.

2. Expectations for Children

Our rules are clear, simple and memorable:

- **Be Kind** – to yourself, to others, and to our school.
- **Be Safe** – with words, actions and choices.
- **Be Responsible and Ready** – for learning, listening and helping.

These rules are taught explicitly, revisited often, and applied consistently.

Restorative Conversations

When behaviour falls short, we use restorative conversations rather than punishment. These calm, brief and respectful dialogues help children reflect, repair and restore. A typical conversation may include:

1. What happened?
2. What were you thinking/feeling at the time?
3. Who has been affected and how?
4. What can you do to put it right?
5. What will you do differently next time?

Restorative conversations can happen in the moment, after regulation, or later the same day and should involve the adult concerned.

Responses to Behaviour

- **Recognition and encouragement**: Timely notice and celebration of positive behaviour.
- **Reminders and redirection**: Appropriate, timely and gentle, non-escalating prompts guide children back on track.
- **Restorative action**: Repair and rebuild relationships after disruption or harm. (To consider carefully, when this happens)
- **Support plans**: For children who need additional help, we provide personalised strategies in partnership with families and, where needed, external agencies.

Exclusion is used only as a last resort when safety is at risk and all other approaches have been exhausted.

Working Together

- **Families**: We work in partnership with parents and carers, sharing successes and supporting challenges.
- **Staff**: We support each other through reflection, consistency and shared responsibility.
- **Children**: We involve children in shaping our school's culture of relationships and kindness.

Review and Monitoring

This policy will be reviewed annually by staff, governors and pupils to ensure it remains consistent with our ethos and effective in practice.

In our school, behaviour is everyone's responsibility. By leading with kindness, consistency and restorative practice, we give every child the best chance to thrive.