

Ashford CE Primary School



Relational, Restorative Practice and Positive Behaviour Policy

Updated Policy: July 2026

Approved by FGB:14 July 2026

Current for 2026-2027

Next review: 2027-2028 Academic Year

Signed: _____ L Bowman _____

Chair of Governors

Relational, Restorative Practice and Positive Behaviour Policy

Our School Vision

We are a caring Christian community where everyone adopts an “I can” attitude; everyone feels valued, safe and loved by God. We celebrate our God-given individuality, achievements and talents and we aspire, with God’s help, to become the best that we can be. We believe that each one of us has the ability to achieve our highest potential, living and learning in the fullness of God.

I can do all things through Christ who gives me strength.

Philippians 4v13

The governing body recognise that it is unlawful to discriminate by gender, gender reassignment, marital status or civil partnership, pregnancy or maternity, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation.

Full consideration has been given to this during the formulation of this policy as it is the governors’ aim that no-one at Ashford CE Primary School should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

Our Christian Values



Our school Rules

1. Be Safe at all times.



2. Be Respectful to everyone.



3. Be Ready to learn.



Introduction

At Ashford C of E, we strive to create and promote a nurturing and supportive Christian environment, where everyone in the school community feels safe, confident, valued and respected. Led by our Christian vision, we encourage everyone to “live” our values and our school ethos and culture reflects our commitment to working in a relational and restorative way.

Being ‘Restorative’ focuses on building positive relationships based on responsibility, respect, and fairness. In turn this creates a community that is supportive, accountable, and respectful. We believe that all behaviour is communication of an unmet need. As adults, when children display distressed behaviour or behaviour that causes concern, we need to be curious, understand why and support the pupils to fulfil their needs in a different way.

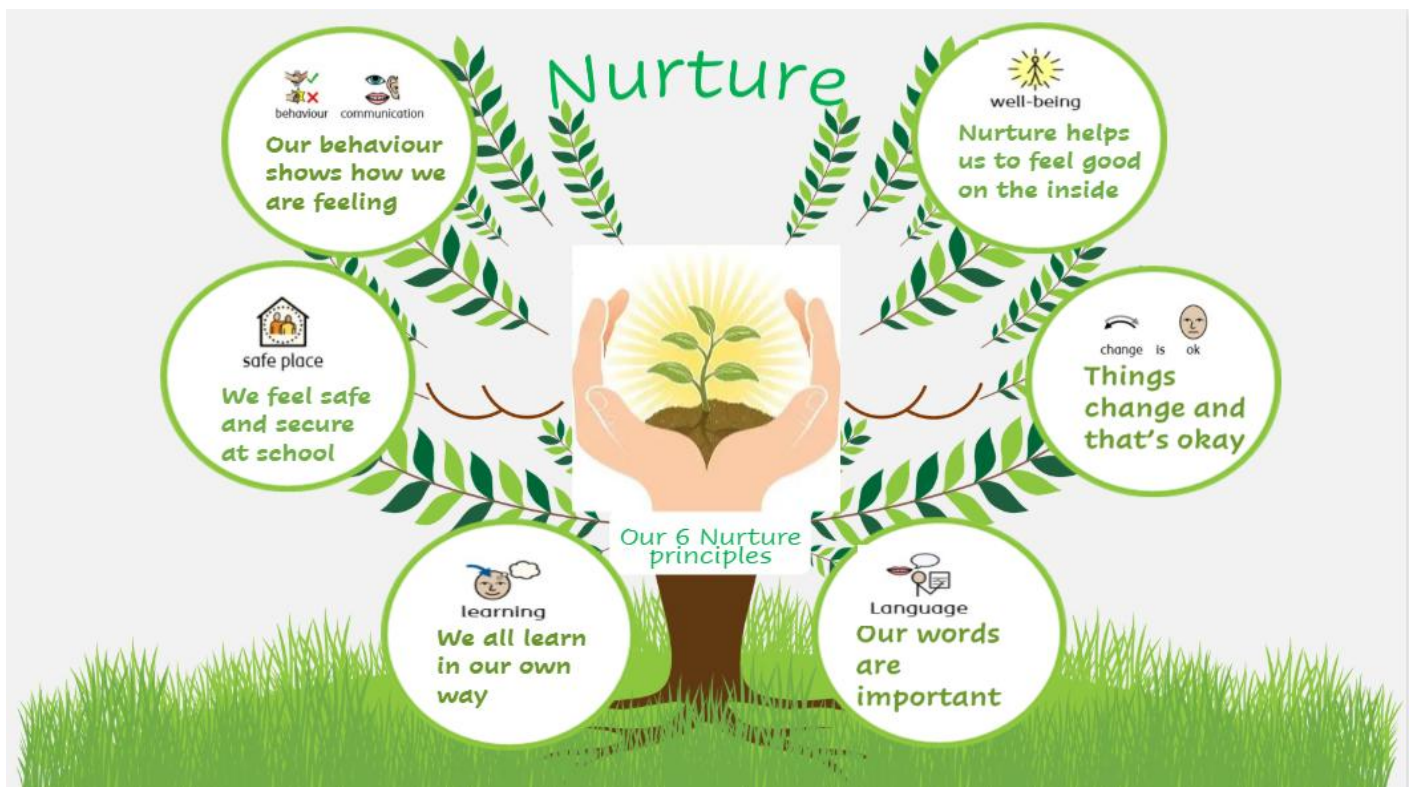
The Restorative framework is grounded in the understanding that our actions affect those around us. By approaching incidents and challenges through a restorative lens, we create opportunities for children and others to reflect on how they connect with one another, take responsibility for their behaviour, and work together to repair any harm caused in a meaningful and respectful way. Where a consequence is needed they will be logical, related to the incident, reasonable and fair. As much as possible the adults and children involved in the incident will decide what they feel the next steps should be. Children and adults are encouraged to put things right together.

Our Nurture Principles

Interwoven with our Christian vision and values and restorative Culture, is our commitment to developing a nurturing approach with our pupils. In essence it means helping our children to develop vital social skills, confidence and self-esteem.

As a school we also support our children's development and understanding of emotional literacy through teaching, using "The Zones of Regulation" scheme.

After completing the National Nurturing School's Programme (*NurtureUK*), our approach to Nurture is guided by "The 6 Principles of Nurture":



Our School Rules

Our school rules are displayed throughout school and promoted by all adults.

Our school Rules

1. Be **Safe** *at all times.* 

2. Be **Respectful** *to everyone.* 

3. Be **Ready** *to learn.* 

The expectation of our children is to demonstrate being **Safe - Respectful - Ready** at all times in all circumstances.

Here are examples of what being **Safe - Respectful - Ready** might look like in and around school:

Being SAFE <i>at all times</i> means	Being RESPECTFUL <i>to everyone</i> means	Being READY <i>to learn</i> means
★ I try to be in the right place, at the right time, doing the right thing. ★ I always try my hardest ★ I have an “I can attitude” towards my learning. ★ I Listen well to an instruction or explanation ★ I follow adult instructions first time.	★ I actively listen when someone else is speaking ★ I respect everyone’s right to learn ★ I respect other people’s feelings. ★ I play fairly, take turns, invite others and join in and follow the rules of the game. ★ I speak calmly and use polite language. ★ My words are kind	★ My classroom is a safe space ★ I move around school “The Ashford Way”- quietly and calmly ★ I keep my hands, feet and objects to myself. ★ Using equipment and resources safely ★ I follow school routines. ★ I respect others personal space ★ I follow adults’ instructions first time.

What does our policy look like in Practice?

Our Positive Behaviour blueprint

Our school expectations

Our Christian values



Our school rules

- Be ready
- Be respectful
- Be safe

Visible consistencies

- Daily warm welcome into class
- Respectful and polite manners at all times
- ACE walking - we move around school safely and quietly
- Expected behaviours praised first
- Live** our values

Relentless routines/phrases for adults

- Praise in public (PIP)
- Building trusting relationships daily- "Connect before content"
- Relate language to core values
- Consistent transitions (1,2,3...) Silent signal



Recognition

- Name on recognition board
- Stickers
- House points
- Celebration Assemblies
- Value awards
- Whole Class reward systems
- Class postcards/certificates
- Proud moment phone call home
- Send to SLT

Logical consequences

Relationships are at the heart of what we do- if we break them, we repair them.

- Reminder of expectations/ how can I help you to...
- Time in/calm time
- Repair/ Restorative conversation
- Reflection time

Micro scripts

- I've noticed that you...(seem upset/ are struggling to focus/ follow instructions...
- I wonder if...
- Do you remember the ...(positive behaviour)...I saw...? That's the behaviour I'd like to see now.

Restorative Language

What happened?

Story telling

Who has been affected by this?

Impact

What needs to happen now?

Solution focus



"I can do all things through Christ who gives me strength."

Philippians V413

Our behaviour expectations apply all the time to everyone in school. Through having high expectations of one another in our school community, we will:

- Have a safe and protective school
- Create a purposeful learning environment for all
- Embed good knowledge of how to treat one another
- Value the qualities of good relationships
- Understand how our emotions and behaviours can affect others
- Be able to disagree and resolve conflicts calmly

Positive Behaviours

- **Recognition boards-** aim is for the whole class to be on the board daily for exhibiting the target behaviour for that day and create the feeling of a team effort.
- **Postcards home and certificates** will be sent home regularly.
- **Positive phone calls home-** can be made by all staff to share those over and above "proud moments."

- **Value awards and Celebration worships**-celebrating specific over and above efforts made by individuals.
- **House points for demonstrating our rules and values**- explicit to the individual receiving them e.g. "Thank you xxxx for holding the door, how respectful."
- **Stickers**- again for an explicit reason.

As part of promoting positive behaviour and providing positive role models, pupils are provided with opportunities to take on a range of responsibilities, within their own class and around school. These include, but are not limited to:

- Classroom helpers
- House captains
- Sports captains
- Eco committee
- Worship helpers
- Playground leader

Behaviour Incidents and Safeguarding

We have clear systems and procedures to log, track and monitor all incidents affecting a child's well-being.

We use the Child Protection Online Monitoring System (CPOMS) system which is monitored daily by our safeguarding team. Using this secure platform, any staff member with a concern records it or outlines any incidents that have taken place. Actions and impact of actions are then added. This ensures that everyone concerned is kept up to date and aware of the chronology of incidents and related actions. The safe guarding team can see patterns of behaviour and cross-reference to any other concerns that are logged and use this information to take the appropriate action.

When Should Behaviour Incidents Be Logged?

The child's class teacher should log the following incidents if they arise for a child in their class:

1. When a pupil damages property on purpose (belonging to school or to another individual in school)
2. Racist incidents
3. Severe swearing/verbal abuse
4. Incidents in which another individual (child or adult) has been injured/assaulted with proven intent
5. Incidents in which another individual has been injured/ assaulted, the victim reports that this was on purpose, and there is a visible injury, whether or not intent can be proved
6. Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that are not up to the level of assault, but give extra evidence and a broader picture for multi-agency meetings, etc. Alternatively, a child may have confided that they are being bullied, and any incidents between them and the 'bully' should be logged).

These behaviours must always be reported to parents/carers. The method used is up to the discretion of the class teacher (phone call/ in person) and it is their responsibility to follow through both with communication, logical consequences in line with the restorative framework and log this.

Logical Consequences

We understand that children behave in different ways for different reasons; as illustrated below:



For this reason, we recognise that all consequences should not and cannot be the same.

Consequences given should not be humiliating or degrading, but meaningful, reflective and age-appropriate and issued with a "*How can we fix this together?*" attitude.

Anti-Bullying

The school takes incidents of bullying very seriously and the process and procedure for dealing with incidences of bullying can be found in the separate Anti-Bullying Policy. Staff members will deal with incidents of bullying in a restorative not punitive way with those causing harm taking responsibility for their actions and making amends to those harmed.

An Inclusive Approach to Managing Pupil Behaviour

As a school we recognise each child as an individual and as such, there will be a small number of children who have specific individual needs for whom this policy is not wholly appropriate. In such cases, class teachers who know your children well will exercise their professional judgement in order to manage pupils' behaviour in line with their needs and stage of development.

Keeping Classrooms Safe

Physical Intervention

Please refer to our **Restrictive Intervention Policy**

Suspension and Exclusion

Please refer to our **Suspension and Permanent Exclusion Policy**

Legislation and Guidance

- [Section 93 of the Education and Inspections Act 2006](#)
- Section 93A of the Education and Inspections Act 2006, inserted by the [Apprenticeships, Skills, Children and Learning Act 2009](#)
- [Section 550ZA](#) and [section 550ZB](#) of the Education Act 1996
- [Equality Act 2010](#)
- [Health and Safety at Work etc. Act 1974](#) and associated regulations
- [Human Rights Act 1998](#)
- [Keeping Children Safe in Education](#)
- Department for Education guidance on [searching, screening and confiscation](#)

Monitoring of this Policy

This operational policy will be monitored on an on-going basis by the senior leadership team. All aspects of the policy are reviewed in consultation with teachers, support staff and the wider staff team. It is made available widely to parents on our school website and through other channels, such as newsletter updates.

The impact of the policy is also reviewed regularly through comments and feedback from visitors to the school, seeking the views of parents, pupil voice monitoring and governor visits and learning walks.