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Relationships & Behaviour Policy 2024 – 2025		
Governing Board with Responsibility	Full Governing Board	
Reviewed/Revised	Autumn 2024	
Date of Next Review	Autumn 2025	
Agreed by Governors	09.10.24	

Our Schools’ Federation vision

We will create schools with love, faith and hope at their heart. We will welcome and celebrate every child, helping all children to develop their character and a love of learning.

Our school vision is rooted in biblical teaching as defined by 1 Corinthians 13: 4-8a

“Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails.”

And Matthew 19:14

Jesus said, *“Let the children come to me, and do not stop them because the Kingdom of Heaven belongs to such as these.”*

Princess Frederica’s Vision

‘Belonging, learning and growth for life in all its fullness’

Princess Frederica exists to:

- Nurture social, emotional, spiritual and educational growth in all our children
- Impart the gifts of self-confidence, determination and curiosity with a rich and creative curriculum
- Create a positive impact on our local and global community and environment
- Nurture friendship, kindness and respect

Our values are:

SCSJ	ST	PF
friendship thankfulness	friendship respect	growth faith

forgiveness compassion	perseverance forgiveness	unity kindness
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Our behaviour and relationships policy is rooted in our vision and incorporates our school’s four core values.

Through our day to day school life, our Collective Worship, Circle Times and RSHE/PSHE curriculum we ensure children understand and respect the British values of democracy, protected characteristics, the rule of law, individual liberty and mutual respect for and acceptance of those with varying faiths and beliefs. Our four core values help children understand and follow these in a deeper way.

Our School Rules- We have five school rules that are informed by our values: I can ...	Links to Pupil routines
1. Show respect	Active Attention, Kind and Courteous, Positive Play
2. Use kind hands, kind feet, kind words	Purposeful Partners, Positive Play
3. Move around the school safely	Silent Stairs, Tight Transitions, Back from Break
4. Always try my best	Never Stop at Stuck, Pride in Presentation
5. Look after the school	Tidy up Time, Kind and Courteous

Behaviour management principles

<p>Rights - In a great teacher’s class there are 3 basic rights for both adults and children</p> <ul style="list-style-type: none"> ● The right to feel and be safe ● The right to learn ● The right to be treated with respect 	<p>Responsibilities</p> <ul style="list-style-type: none"> ● All rules are designed to protect these rights ● Everyone has a responsibility to protect these rights through their own behaviour and actions 	<p>Establishing</p> <ul style="list-style-type: none"> ● Great teachers establish what the systems and rules are ● They are relentlessly consistent in applying them
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Behaviour is a communication of need

We believe it is vital for children's learning and development that they behave in a calm, caring and thoughtful manner. At our schools, in the context of our Christian ethos, **we believe this behaviour needs to be taught, in just the same way as we teach other skills.**

Teachers endeavour to be non-judgemental and separate the behaviour from the child. All children are supported to learn about the effects of their actions and understand expectations.

We understand that consistency is key, without consistency children feel unsafe and respond with behaviours.

All staff aim to promote the good behaviour of all children by:

- building strong relationships with all pupils
- setting good examples e.g. by showing unconditional positive regard for all pupils and staff
- setting clear and consistent boundaries
- regularly practising and maintaining routines
- following the school policies consistently
- being well prepared and well organised
- encouraging team spirit and collegiality
- having high expectations
- providing adaptation, challenge and enjoyment through the curriculum
- being conscious of their own body language and use of voice
- noticing and reinforcing positive behaviour through the use of specific praise
- teaching resilience and encouraging intrinsic motivation
- solution focused techniques (tactical ignoring; non-verbal reminders; scripts etc.)
- providing appropriate consequences when necessary
- recognising triggers and tuning into the needs of individuals
- pre-empt and de-escalate difficult situations
- encouraging children to reflect on their actions

We teach good behaviour through:

- our four core values
- collective worship
- our pupil routines
- circle times
- role play, drama and discussion
- teaching children the importance of courtesy and respect
- time to regulate (particularly after transitions)
- teaching emotional literacy
- 'Regulation Stations' - a quiet/calm space in each class for children
- Using 'Zones of Regulation' to support understanding of our emotions

Our Teaching and Learning policy outlines core and expert habits for supporting positive pupil behaviours

Classroom Management

During the first half of the Autumn term, all staff should ensure that pupil routines are embedded and then reinforced throughout the year. Effective classroom management can reduce challenging behaviour. Children must be made aware of the expected behaviour in the classroom, the wider school building and the playground.

Positive behaviours will be acknowledged and celebrated and there will be a consequence for inappropriate behaviour. Following a consequence, there must be an opportunity for a restorative conversation, reminding them that their behaviour has an impact on others as well as themselves and that they are a valued part of the school community.

Restorative Approach

Our schools support a restorative approach to helping children resolve conflict and talk about incidents, which may have upset them at school. Initially, any child involved in a more serious behaviour or bullying incident at school will have the chance to talk to an adult about what happened, explaining their thoughts and feelings and how they think their actions might have affected others.

Where appropriate, children may also meet up with each other after an incident has occurred (with adult supervision), to discuss the issues, apologise where necessary and accept responsibility for any mistakes made. By helping children understand each other's emotions better, the number of incidents will reduce and in time, children will be able to articulate and express themselves in a calm and appropriate way.

Having restorative conversations to address inappropriate behaviour allows everyone to:

- learn about the effects of their actions
- take responsibility for making amends with those involved
- repair and restore the relationship with those involved

Examples of restorative approaches:

- **Affective Language** - is a powerful skill to model ways of expressing our feelings and needs. Naming feelings helps children develop a larger vocabulary to use words instead of acting out emotions. It also provides children with immediate feedback about the impact of their actions (e.g. asking a pupil who is hurt about how they feel . . .) and modelling or inviting an appropriate response
- **Restorative Conversations** - an adult led conversation with open-ended questions to help individuals learn about the effects of their actions and where the individual has a chance to make things right (How do you think that makes ___ feel? How could things have ended differently?). These can involve two or more people.
- **Formal Restorative Meeting** - similar to a restorative conversation, but in a more formal setting where all the participants have been prepared before the meeting (e.g. through writing down their version of events) and have agreed to participate.

Where possible, the aim is to use affective language and restorative conversations before implementing a formal restorative meeting.

Restorative conversations can follow the following steps:

1. *What's happened?*
2. *What were you thinking at the time; and since it happened?*
3. *What were you feeling at the time; and since it happened?*
4. *Who has been affected by what happened and how were they affected?*
5. *What needs to happen in order to move on (repair the harm or put things right)?*

Reward Systems

At our schools, rewards are given on the basis that all children will receive an award throughout each academic year. Teachers should keep a record of who receives any awards to ensure that all pupils are selected.

Rewards Systems	
St Thomas'	<ul style="list-style-type: none"> ● Learning Leader Certificate - Learning Leader Certificates are presented in Friday's Achievement Assembly to one pupil in each class by their class teacher. They reward positive learning behaviours linked to our Christian

	<p>values. All pupils should receive a certificate throughout the school year.</p> <ul style="list-style-type: none"> ● Routine Heroes - each week one pupil from each class will be rewarded for consistently demonstrating our pupil routines.
St Clement's & St James'	<ul style="list-style-type: none"> ● Values Cards - All members of staff have Values cards to reward positive behaviour linked to our Christian values. All classes have a Values card box where these slips are deposited during the week. The box is brought to our Celebration assembly every Friday. Two values cards are picked from each class box and these children are acknowledged by sitting on benches at the front of the hall. All pupils are given the opportunity to share why they received their values card with the school community. ● Learning Leader badges - these badges are presented weekly in a celebration assembly and are presented to pupils who consistently demonstrate positive learning behaviours. All pupils will be given an opportunity to become a learning leader. ● Routine Heroes - each week a pupil from each class will be rewarded for consistently demonstrating our pupil routines. ● Top Table Award - each week, a pupil from each class is chosen for demonstrating excellent table manners and exemplary behaviour during lunchtimes. They can choose a friend to join them for lunch on Fridays where they are offered selected fruit and breadsticks with their lunch.
Princess Frederica	<ul style="list-style-type: none"> ● House Points - Children earn house points for displaying positive social behaviour within their respective houses. These points are accumulated across the school and announced weekly during the celebration assembly. ● Marble jar - Teachers introduce the concept of the marble jar. Whenever the entire class demonstrates good behaviour, the teacher or another adult adds a marble to the jar. Once the jar is full (once a half term), the teacher and class collaboratively decide on a reward from various options such as crafts, computing, outdoor games and activities, board games brought from home, or a film. ● Star of the week - This encourages and recognises children's efforts in multiple areas. Certificates are awarded for achievement, effort, social skills, behaviour, and contributions to PE and music. These certificates are presented by the child's class teacher during the Friday celebration assembly. Each child should be chosen once throughout the year. ● Love thy neighbour - Every half term, the class teacher selects one student from their class who consistently embodies one of our school values. As a special treat, the chosen students enjoy an afternoon tea session with the Head of School in the staffroom. ● Headteacher award - Teachers should try to nominate a range of pupils for this award as frequently as they see fit. This award can be given for academic achievements, progress and effort.

Whole school systems

Where children behave in a way that is inappropriate in any area of school life, they should be given reminders of the school rules in order to correct their behaviour. Clear reasons for the use of

consequences are given. **The start of a new teaching session signals the reset of the warnings for each child.** Below is the order of consequences for low level disruptive behaviour:

1. **non-verbal prompts:** using a non-verbal signal e.g a hand or gesture to redirect the pupil, or a 'pointed look' is often enough to get a pupil back on track. Make signals specific, such as miming writing.
2. **'Say it to See it' method:** praise pupils responding well to expectations before verbally correcting those that aren't. For example, "Thank you to the back row who are all on task."
3. **verbal reminders:** use 'describe the goal'. Frame correction positively by describing the behaviour you want to see not admonishing the behaviour you don't. For example, "I need you to work on this silently and independently', not 'You're talking; this is unacceptable." Moving from anonymous to named: (I'm waiting for 2 children... to have their pen down / I expect books open and work started now, thank you or state what a child is doing that is interrupting learning)
4. **assume the best:** if pupils are off task, first check they understand what they have to do, and reiterate your instructions as clearly as possible. Or check in with the pupil (this should be a quick and discreet conversation - how can I help you to focus? would ... help you?)
5. **explain the purpose:** describe the positive learning outcomes of meeting expectations ('Thank you for working in silent independent mode. This will allow you to focus on your own learning and I'm interested in what you have to say, not your partner')
6. **verbal warning 1** - this must state the behaviour which needs correcting and what the consequence is going to be. The teacher's tone should be 'matter of fact' - *'consistency not severity' is key.*
7. **reflection time** at the regulation station to help re-focus (up to five minutes depending on the age of the child).
8. **time in (rather than time out)** - children can be asked to work alone at the side of the room away from their desk for short periods of time. This should be done in a supportive not punitive manner ("It may help you to concentrate if... It may help you to refocus if... It would help those around you if...")
9. **verbal warning 2 - after this warning minutes of playtime taken away. Note:** caution should be used when taking away playtime: children need this time outside, especially those who find regulating or concentrating the hardest. Ensure that the number of minutes taken off is appropriate to the child's age and is not all of playtime. This time should be used by the teacher for a restorative conversation to discuss the consequence with the child, with the focus on how the behaviour affected their learning time. **Children should never be made to stand on the wall at playtime - this is humiliating.**
10. **time out** - time in neighbouring class (no longer than 10 minutes). Time for children to refocus and reflect (children should find the regulation station in the neighbouring classroom and complete a piece of work or activity. Teachers should not address the visiting child negatively in front of the other children). Again, a restorative conversation should be had when they return to their class.
11. the word 'detention' is not used in our schools. However, for more serious behaviours (or repeated low level disruption) children may miss part or whole of their outside playtime with peers. If playtime with peers is removed this should be logged in CPOMS with the reason for the consequence (red behaviours - see below - can jump straight to this consequence). There will be an alternative opportunity provided for fresh air and play but not at the scheduled time.
12. **removal of a pupil from class** - we only remove pupils from the classroom (and/or put a pupil in isolation) as a last resort. In all cases, the pupil's education should continue while out of the classroom. NB: There may be a small number of pupils where time out of class more regularly is required - for example, those that find regulating most difficult and appreciate time in a calming space. However, this is done in a supportive, not punitive way.

13. if a child has been asked to have time in another class three times across the week, this must be recorded on CPOMS and then they will have an internal suspension with a member of SLT and parents informed.

NB: Cases where all playtime has been removed require logging on CPOMS by the adult who issued the consequence. Behaviour logs CPOMS are monitored by the head of school/deputy head teacher.

Differentiated Rewards and Consequences (equity not equality)

We acknowledge that 'fair' is giving each individual what they need to succeed. Therefore there are times where a differentiated approach is vital. Some children may be provided with personalised rewards, incentives and consequences.

Recording inappropriate behaviour on CPOMS

Examples of red behaviour:

- Racist/homophobic remarks or other prejudiced remarks
- Kicking, pinching, hitting, hurting others
- Continual disruptive behaviour that interferes with the learning of other children
- Insolence and rudeness to staff
- Rude remarks about someone's family
- Causing damage to equipment, property or furniture
- Swearing
- Stealing
- Bullying
- Inappropriate/unsafe behaviour on a trip/visit
- Refusal to comply with adult instructions

must be recorded in CPOMS

ESCALATED BEHAVIOUR

The Head of School should be informed if a child is involved in a serious incident or if a child consistently refuses to comply with adult instructions.

Children who leave a space or an area should **not** be chased. If they are on school premises they should be monitored by the Head of School/senior leaders. **If the child leaves the school building, the police and parents will be notified by the school office immediately.**

Further Actions

- Phone call home/meeting with parents
- Letter or email to parents
- Letter outlining costs
- Internal suspension
- External suspension
- Permanent suspension
- Inform police if appropriate

The inappropriate behaviour must be recorded, along with the time/date, people involved and consequence on CPOMS.

*Racist/homophobic remarks or other prejudiced remarks are also recorded on a separate incident log by senior leaders.

Vulnerable or SEND Children whose behaviour causes concern

When a child's behaviour is initially causing concern, the following information should be collected.

- Possible triggers, details of incidents and other relevant information.
- Evidence of consequences/strategies used and parents' or child's views.

An appropriate programme of support should be planned in the form of an individual behaviour plan/consistent handling plan.

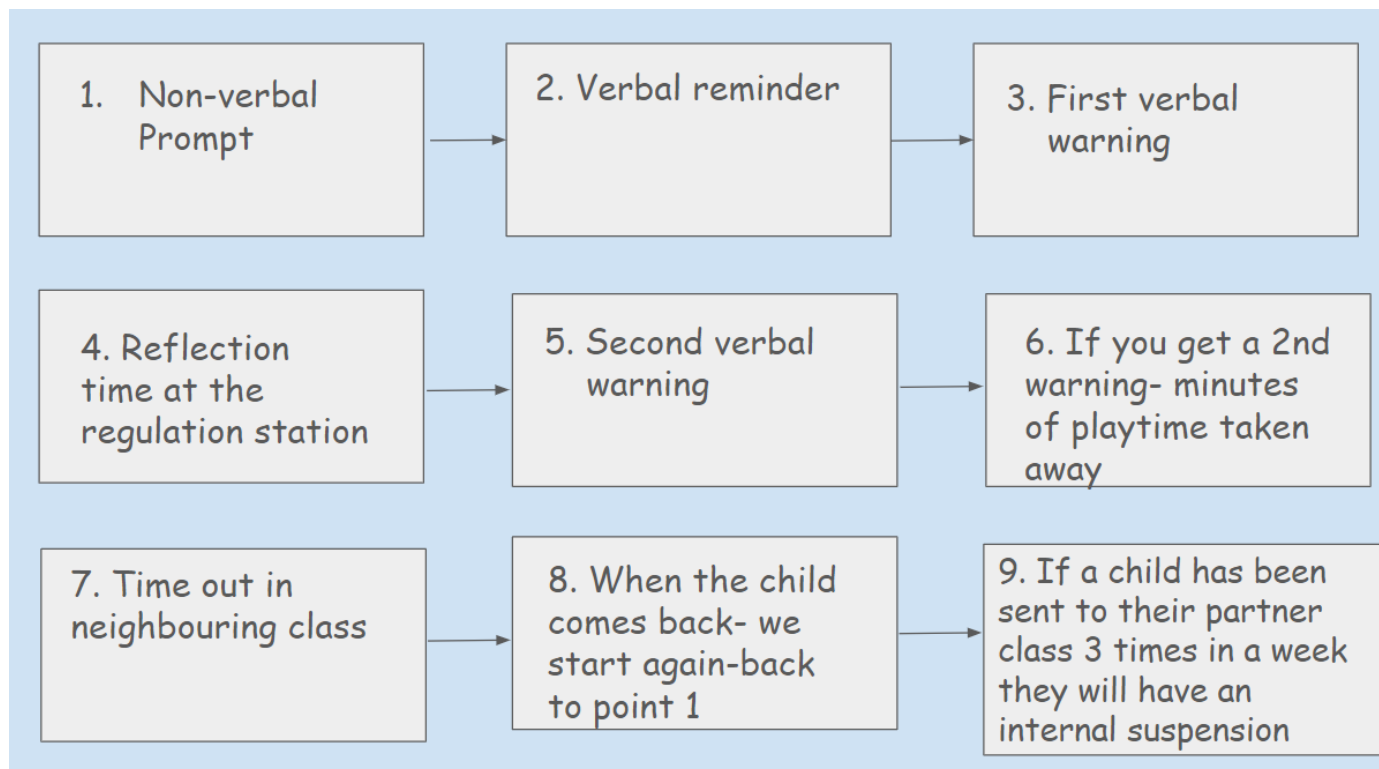
Clear rewards and consequences should be set and shared with both the child and parents. Staff should meet with parents (the support of a senior member of staff should be sought). The SENCo should be informed, the behaviour monitored and the child placed on the SEN Code of Practice (in accordance with the COP criteria) if appropriate.

All Child/Art Therapy/MHST/Nurture Room/ELSA

Targeted support for children struggling in the class setting for any reason can be offered through mentoring programs. Where a teacher feels this support may be beneficial for a child, a referral can be made. Teachers should speak to the SENCo or Head of School at each individual school to find out what programmes each school has on offer each academic year.

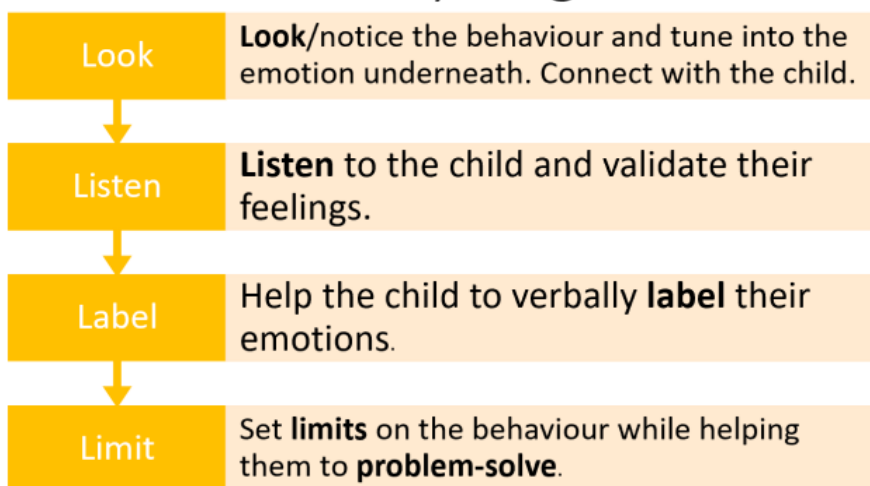
Appendix -

1. Flow Chart for consequences



2. Co-regulation is when a trusted adult can make a connection with the child, and support them to feel safe to manage their emotions.

Our Key Stages



Ideas for Scripts and Phrases

- **Look:** "I can see that you're frowning and you're kicking the bench. You're using a lot of energy".
- **Listen:** "Can you tell me what happened?" "I wonder if X/Y/Z happened?"
- **Label:** "It sounds like you're feeling sad/angry/frustrated"
 - Wondering aloud. "I wonder if you're feeling....?"
 - Modelling your own feelings. "If that happened to me, I might be feeling...."
- **Limit:** "Thank you for helping me to understand what happened."

"However, *(set the limit if needed)*, one of our school rules is that we don't use unkind words. Let's have a think together about some different ways of **solving this problem?**"

"Name it to tame it"