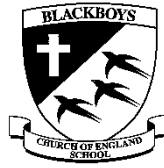


Framfield CE Primary School
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TN22 5NR



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Blackboys
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ADOPTED DECEMBER 2024

REVIEW DECEMBER 2025

Positive Relationships and Behaviour Policy: Framfield Church of England Primary School

In our Church of England Federation, we take strength in collaboration, yet celebrate uniqueness. As schools, we may be small, but together we encourage children to be the best they can be so they are ready to make their mark on the world. We welcome the child yet embrace the whole family. We celebrate our rural environment yet aspire to look beyond our boundaries. We strive for knowledge and gratefully accept opportunities that come our way to enable us to live life in all its fullness. We all take a pride in our Federation as we follow in Jesus' example.

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1) RATIONALE

- a) As a church school the governors and staff believe that a positive relationships and behaviour policy is an essential and integral part of school life, helping pupils to become effective, regulated and happy members of the school and of the wider community.
- b) The whole-school approach to behaviour management ensures that every child, member of staff and family member is fully aware of acceptable standards of behaviour, positive rewards, and possible sanctions for contravening the established codes.
- c) Our approach is informed by the following:
 - Paul Dix 'When the adults change, everything changes'
 - 6 Principles of nurture
 - Zones of regulation
 - Restorative justice approach
 - Promotion of good mental health practice
 - Growth mindset

2) AIMS

- to ensure the safety of all children and staff
"As it is, there are many parts, yet one body." 1 Corinthians 12:20
- to ensure that children and adults thrive in our school
"I can do all things in Him who strengthens me." Philippians 4:13
- to value and promote intrinsic motivation and self-discipline
"Know this, my beloved brothers: let every person be quick to hear, slow to speak, slow to anger". James 1:19
- to nurture positive mental health
"Do not be anxious about anything, but in everything by prayer and supplication with thanksgiving let your requests be made known to God. Philippians 4:6-8
- to promote self-respect and respect for others
"A new command I give you: Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another." John 13:34-35
- to promote an awareness of acceptable and non-acceptable behaviour
- to support effective teaching and learning
- to create a culture that recognises and values warm and positive relationships within the whole school community
- to recognise and understand behaviour as a form of communication

3) IMPLEMENTATION

Role of staff

To promote positive behaviour all staff will:

- follow the recommendations from the Education Endowment Fund (EEF), Improving Behaviour in Schools (June 2019), Summary of Recommendations document (see Appendix 2)
- follow the *six principles of nurture*:
 - Children's learning is understood developmentally
 - The classroom offers a safe base

Perseverance, Fellowship, Courage, Respect, Understanding, Thankfulness

- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives

Holmes and Boyd (1999).

- seek to build positive relationships with pupils and one another within the community
- use the **Zones of Regulation** model to allow children to reflect on and discuss their behaviour (both positive and negative) in order to develop self-awareness, self-regulation and emotional literacy (emotion coaching) - see Appendix 3
- use **restorative scripts** to restore and repair situations and relationships:
 - What happened?
 - What were you thinking?
 - What do you think about it now?
 - What needs to happen to put this right?
 - How could you make sure this doesn't happen again?
- model the standards of courtesy and behaviour that are expected
- welcome all children into the school/classroom
- actively seek opportunities to notice, recognise and celebrate good behaviour that makes individual children feel appreciated and important
- consistently follow and reinforce the **Expectations** as set out in this policy at all times with all members of the school community
- demonstrate awareness of their own behaviour (stance, tone of voice, body language etc.)
- treat all children calmly and with respect by being firm, fair and consistent, avoiding sarcasm and idle threats ('Parent on the shoulder', Paul Dix - *always speak to the child in the way you would if their parent were present*).
- when dealing with undesired behaviour, target the child or children responsible (not the entire class unless necessary) and challenge the behaviour not the child
- avoid physical contact, other than to prevent physical injury to either a child, damage to property (or children), another adult or themselves, or to provide comfort
- pre-empt and anticipate through risk assessment, any situation where a child might find it particularly difficult to manage his/her behaviour and take appropriate action to help children to minimise opportunities where they fail to manage their behaviour
- celebrate successes/achievements and communicate difficulties with parents
- recognise when it might be appropriate for them to step away in order to regulate their own emotions
- seek support from a member of the leadership team or SENDCo if they are unsure how to act

Using a **Whole School Approach to Nurture** captures the aforementioned points in the following way:

Whole school approach to nurture:

3Rs of nurture = Relationship + Regulation + Restoration

Relationship - we will get to know our children well, take an interest in their lives and build strong, positive and authentic relationships

Regulation - we will use the **Zones of Regulation** to check in daily with children and explicitly support them in using personalised strategies to help them to be ready to learn and relate to others

Restoration - when things go wrong, we will use the Restorative Justice approach and script
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to resolve the situation.

Role of leadership team

- To be informed and reinforce rewards for exceptionally good behaviour and celebrate this with the school community as appropriate
- To be informed and take action when behaviour has been **consistently poor** or in **exceptional** circumstances
- To reinforce the three school rules and the termly focus, ensuring consistency throughout the school

Role of families

- To work with the school to support the behaviour policy

Role of children

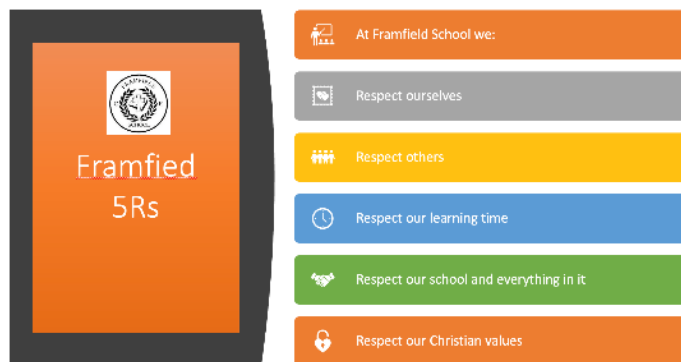
- To follow the Behaviour Expectations

4) BEHAVIOUR EXPECTATIONS

Our school rules:

The Behaviour Expectations are explained to all members of the school community. They are displayed in each classroom and throughout the rest of the building.

Reinforcement of the Behaviour Expectations, and the general school ethos with regard to positive behaviour, are seen as a collective responsibility and are communicated in the following ways:



i) To pupils

- regularly by class teachers through class discussion
- through display on posters around the school, including each teaching room
- through planned teaching via the PSHE programme of study
- through assemblies
- through development of individual class rules, which support and reinforce the whole-school ethos and will reflect the expectations listed below. These should be kept to a minimum and should continually link back to the school rules of respect.

ii) To families

- through the school's newsletter
- on school website
- by being made available from the school office
- through display on posters around the school

iii) To staff and governors

- by being made available to each individual
- through regular discussion, review, and evaluation
- through the staff handbook
- on school website
- through display on posters around the school

5) CLARIFICATION OF EXPECTATIONS

Our wider expectations are outlined as follows. In order to have impact we will have a
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whole school focus on just one aspect each term. All members of school staff are expected to support the children by reinforcing this one rule. All members of the school community will be made aware of this focus as outlined above.

- a) In class children are expected to:
 - be smart, and wear correct uniform with shirts tucked in with ties worn in Year 5 & 6
 - be ready for learning with the appropriate equipment
 - listen and concentrate when anyone is talking to the whole class.
 - respect the contributions of others
 - work sensibly with classmates, and support others in their learning
 - follow instructions from the staff
- b) In acts of worship all children are expected to:
 - walk in and out of the hall silently
 - listen silently and show respect for the Act of Worship
 - participate in singing
- c) Moving around the school (including playtimes) everyone:
 - walks at all times on the left-hand side of the corridor in single file
 - talks quietly
 - holds the door open for those behind them
 - takes responsibility for keeping school tidy, picking up items from the floor and keeping cloakrooms and cubbyholes tidy
 - is respectful, with children giving way to adults where possible
- d) Both within and outside of school, all pupils are expected to behave with respect towards one another (peer to peer) and follow the school rules of respect.
- e) In the event of home learning in response to partial or full school closure, pupils are expected to:
 - follow instructions provided by their teachers
 - engage with the learning in an age-appropriate manner
 - complete the learning tasks set

6) MOTIVATION and REWARDS

In line with our school values, school staff strive to foster intrinsic motivation wherever possible, i.e. children making good behaviour choices because it is the right thing to do and it feels good, rather than wanting to get a specific external reward. We recognise that it is intrinsic motivation, or self-motivation, that is crucial to improving resilience, achieving goals and ultimately is the key determiner to success (EEF: Improving Behaviour in Schools, June 2019).

We also seek to promote a resilience / growth-mindset approach and this is explicitly taught through our PSHE curriculum alongside the teaching of learning behaviours.

However, we also recognise that praise is essential to the promotion of good behaviour in school. Every opportunity is taken to notice and congratulate the efforts of children demonstrating growth-mindset, resilience, positive learning behaviours, behaving sensibly, kindly, quietly, courteously, or displaying any of our school values and expectations. We use stickers to reward good behaviours, as well as opportunities for certificates from the headteacher for outstanding behaviour or work. In addition:

- an opportunity is provided within assemblies for the celebration of achievement and Perseverance, Fellowship, Courage, Respect, Understanding, Thankfulness

- the presentation of certificates and trophies
- children are publicly thanked in assemblies
- class teachers record instances of good behaviour and work for reporting purposes
- class teachers will inform families of instances of particular positive contributions, be they academic or social
- those children who consistently demonstrate the school values (Perseverance, Thankfulness, Fellowship, Respect, Courage and Wisdom) may be invited to Hot Chocolate Champions. One child per year group will enjoy this celebration with the headteacher termly.

The House System

The House system rewards children for good work, effort and good standards of behaviour. There are four houses, Oak (green), Chestnut (blue), Beech (red), and Ash (yellow). As far as is possible, each class has groups of equal numbers of boys and girls, and a range of abilities, academic and sporting. Siblings are in the same house.

House points are awarded and recorded. House points are also used to reward and promote positive behaviour.

- If a class earns enough marbles based on a pre-set target then they get a class reward-these should be progressively harder to achieve as the year progress.
- The children in the House earning the most house points (each long term) receives a reward such as 'own clothes day'.

Where this policy does not meet the needs of any individual pupil, the class teacher, SENDCo and headteacher will agree a time-limited individual approach.

School Certificates

Each week, one child per year group will be awarded a School Certificate. These reward children who have demonstrated behaviours which reflect either our School Christian Values, or a 'Growth Mind-set' approach to their own or others' learning. These children may be nominated by staff or their peers. The Framfield 5Rs are key to the award of these certificates.

SANCTIONS LADDER

This response is explained in greater detail in the school's Behaviour Code displayed in all classrooms (see appendix 1)

- Model good behaviours
- Visual reminder
- Verbal reminder
- Support for regulation
- Time out in class (internal inclusion)
- Time out out of class (seclusion)
- Reflection time / making up missed learning
- SLT support and contact with families

Restorative practice following this script:

- What happened?
- What were you thinking?
- What do you think about it now?

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- What needs to happen to put this right?
- How could you make sure this doesn't happen again?

Child on child abuse (see Child-Protection policy for specific examples):

- allegations of child-on-child abuse will be recorded, investigated, and dealt with according to the severity of the incident
- where concerns relate to child-on-child sexual violence or harassment, relevant staff (DSL) will follow guidance outlined in part five of KCSIE 2024.
- where appropriate, families will be contacted to discuss incidents and outcomes for both the victim and the perpetrator

Online safety - see Child Protection policy

Home learning

- Where pupils do not engage in home learning tasks, families will be supported to identify means by which their children can be successful in completing the necessary work

7) POSITIVE HANDLING

There are times when physical restraint, referred to as positive handling, may need to be used to prevent a pupil causing personal injury to themselves or others. Any use of positive handling techniques should **only** be delivered by staff who have received positive handling training. In all cases, restraint should only be used after all other strategies have been tried. Every effort will be made to ensure at least one other member of staff is present when using restraint. Any use of positive handling techniques must be recorded on MY CONCERN as a **physical restraint incident** and parents informed. Please refer to the Department for Education guidance document titled 'Use of Reasonable Force' (July 2013).

8) SUSPENSIONS AND EXCLUSIONS

These are rare features in the school and we are committed to using exclusion as a last resort after all other sanctions have been exhausted. They arise following extreme cases of misbehaviour that are recognised as being totally unacceptable within our school. This is in line with the East Sussex County Council Exclusion Policy. East Sussex County Council give clear guidance on the process of excluding a child and school will always aim to follow East Sussex County Council procedures.

9) SPECIAL EDUCATIONAL NEEDS

Whilst the behaviour policy applies to all children in school we do accept that some individual children will be identified as having specific behavioural needs and as such may receive a personalised behavioural plan which goes beyond the remit of this policy. This is recognised, and this information will be communicated to the staff via the standing item on the weekly staff bulletin.

10) MIDDAY SUPERVISORS

All midday supervisors receive a copy of this policy. Interpretation and ideas on the implementation of the policy will be given by senior staff, as will training for the role of midday supervisors. In the event of a problem during the lunchtime, the senior midday supervisor will be the first point of contact. A member of the senior leadership team will give additional support if necessary. Reporting of incidents which occur during the

lunchtime, to class teachers, will be undertaken by the midday supervisors.

11) FAMILIES and OTHER ADULTS

It is expected that ALL adults will treat each other with respect. As a school we will not accept any form of verbal abuse or physical violence directed towards any member of the school community. Please see Family Conduct policy on the school website.

12) COMPLAINTS PROCEDURES - please see the Complaints policy on the school website.

Summary

All staff follow the **Behaviour Code** and share this with the children (on display in every classroom)

- see appendix 1.

Informed by:

- Paul Dix 'When the adults change, everything changes'
- 6 Principles of nurture
- Zones of regulation
- Restorative justice approach
- Promotion of good mental health practice
- Growth mindset

We respect: ourselves, others, learning time, the school (and everything in it) and our Christian values.

Whole school approach to nurture:

3Rs of nurture = Relationship + Regulation + Restoration

Relationship - we will get to know our children well, take an interest in their lives and build strong, positive and authentic relationships

Regulation - we will use the **Zones of Regulation** (appendix 3) to check in daily with children and explicitly support them in using personalised strategies to help them to be ready to learn and relate to others

Restoration - when things go wrong, we will use the Restorative Justice approach and script to resolve the situation.

Restorative Script:

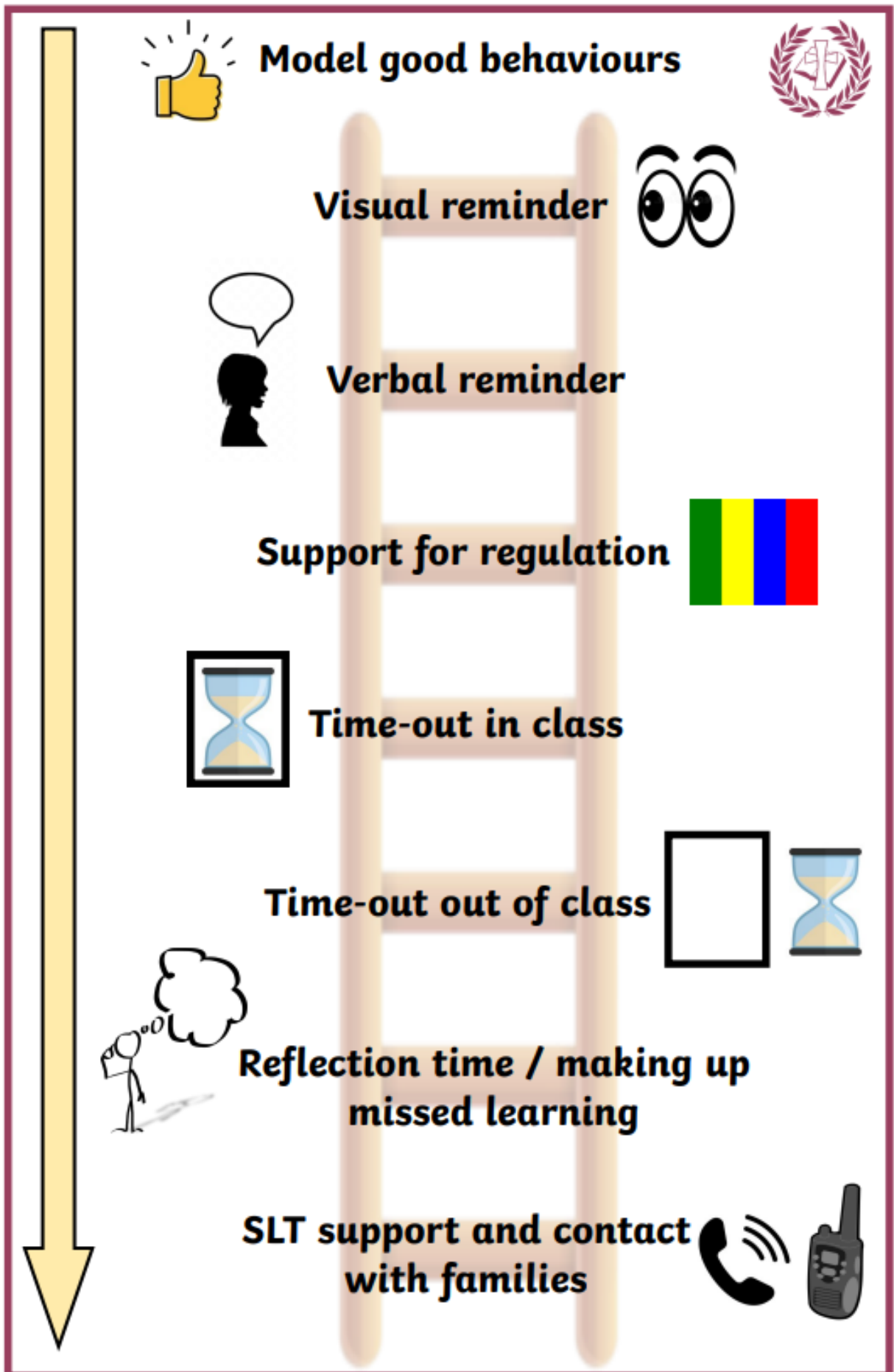
- What happened?
- What were you thinking?
- What do you think about it now?
- What needs to happen to put this right?
- How could you make sure this doesn't happen again?

6 Principles of nurture:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Holmes and Boyd (1999).

Sanctions and rewards **must** be in line with the behaviour code and policy **ONLY**
Perseverance, Fellowship, Courage, Respect, Understanding, Thankfulness



Proactive

Reactive

Sections are colour coded for ease of reference:

1 Know and understand your pupils and their influences



- Pupil behaviour has multiple influences, some of which teachers can manage directly
- Understanding a pupil's context will inform effective responses to misbehaviour
- Every pupil should have a supportive relationship with a member of school staff

2 Teach learning behaviours alongside managing misbehaviour



- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours

3 Use classroom management strategies to support good classroom behaviour



- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
- Reward systems can be effective when part of a broader classroom management strategy

4 Use simple approaches as part of your regular routine



- Some strategies that don't require complex pedagogical changes have been shown to be promising
- Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
- School leaders should ensure the school behaviour policy is clear and consistently applied

5 Use targeted approaches to meet the needs of individuals in your school



- Universal behaviour systems are unlikely to meet the needs of all your students
- For pupils with more challenging behaviour, the approach should be adapted to individual needs
- Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

Implementation

6

Consistency is key




- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

Report Published
7th June 2019
eef.llj/behaviour

Appendix 3

The ZONES of Regulation® Reproducible E The Zones of Regulation Visual

The ZONES of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

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