

ST Federation and Princess Frederica Behaviour and Relationships Policy 2023 - 2024

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 forgiveness compassion	friendship respect perseverance forgiveness	growth faith unity kindness

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, 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- SCSJ & ST	Our School Rules- PF
<p>We have six school rules that are informed by our values:</p> <p>I can...</p> <ol style="list-style-type: none"> 1. keep my hands and feet to myself 2. have good manners 3. move around the school safely 4. show good listening and follow instructions 5. always try my best 6. be kind 	<p>We have six school rules that are informed by our values:</p> <p>We...</p> <ol style="list-style-type: none"> 1. respect each other 2. are good learners 3. always do our best 4. listen carefully 5. walk around the school safely 6. we look after our school

Our High Expectations Pledge

In addition to this, we have our school pledge - a commitment to working positively together so that everyone can achieve their best:

1. We are relaxed and alert
2. We take risks with our learning; when we make a mistake, we learn something new!
3. We share our ideas and wait for our turn to speak.
4. We respect everyone's opinions and ideas
5. We believe in ourselves and persevere through tough challenges.
6. We know that if we work hard, we can achieve anything.

Our Courtesy Code

At our schools we:

- Smile, look people in the eye and welcome everyone – say 'hello', 'good morning' and 'goodbye' to friends and adults at the end of the day
- Remember to say, 'please' and 'thank you'
- Let adults (and younger children) through doors first
- Offer to hold doors open
- Remember to say, 'please' and 'thank you'
- Wait for a break in conversation before saying, 'excuse me'
- Look after our school by tidying up after ourselves and others

Planning, teaching and management of behaviour

Behaviour management principles

Rights	Responsibilities	Establishing
<p>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 	<ul style="list-style-type: none"> ● All rules are designed to protect these rights ● Everyone has a responsibility to protect these rights through 	<ul style="list-style-type: none"> ● Great teachers establish what the systems and rules are ● They are relentlessly consistent in applying them

<ul style="list-style-type: none"> ● The right to be treated with respect 	<p>their own behaviour and actions</p>	
<p>Positive Correction</p> <ul style="list-style-type: none"> ● Great teachers remain positive when correcting behaviour. They plan what they will say ● Great teachers are not distracted into arguments or debates with children. They stick to the primary misbehaviour and avoid being drawn into correcting the way a child is talking to them or their attitude. This can be dealt with later 	<p>Consequences</p> <ul style="list-style-type: none"> ● Great teachers know that severe consequences are not what make children behave well. It is the certainty that they will be held to account for their actions ● The rule is 'Certainty not Severity' ● Consequences are planned and well thought out so that they are in proportion with the misbehaviour 	<p>ST Federation</p> <ol style="list-style-type: none"> 1. keep my hands and feet to myself 2. have good manners 3. move around school safely 4. show good listening and follow instructions 5. always try my best 6. be kind <p>PF</p> <ol style="list-style-type: none"> 1. respect each other 2. are good learners 3. always do our best 4. listen carefully 5. walk around the school safely 6. we look after our school

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 deed from the doer. All children are supported to learn about the effects of their actions and understand expectations for the future.

Our behaviour and relationships policy is rooted in our vision and incorporates our school's four core values.

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

- 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
- creating and using class codes of conduct
- 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 positive behaviour and using specific praise
- rewarding and reinforcing positive behaviour
- teaching resilience and encouraging intrinsic motivation
- solution focused techniques (tactical ignoring; non-verbal reminders; gesture, scripts etc.)

- providing sanctions when necessary
- recognising triggers and tuning into the needs of individuals
- diffusing difficult situations
- encouraging children to reflect on their actions

We teach good behaviour through:

- our four core values
- circle time/prayer circles
- role play, drama and discussion
- teaching children the importance of courtesy and respect
- positive reinforcement
- collective worship
- understanding how the brain works in MindUP lessons (SCSJ)
- brain breaks
- Religious Education
- our creative curriculum
- teaching emotional literacy during Relationship Education
- Using 'zones of regulation' charts when necessary to understand our emotions
- 'Regulation Stations' - a quiet/calm space in each class for children

Classroom Management

Classroom Code of Conduct

During the first half of the Autumn term, the classroom code of conduct (a clear, explicit standard of behaviour) should be established. From this point, it should be regularly taught and maintained. Children must be made aware of the expected behaviour in the classroom, the wider school building and the playground.

Pupils should know that there are consequences for their actions: positive behaviours will be acknowledged and celebrated and inappropriate behaviour will be sanctioned. Following a sanction, there must be an opportunity for a recovery 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.

The classroom code of conduct should:

- be in line with the school rules but be adapted to the needs of the children in each class
- be explicitly taught to the pupils and referred to on a regular basis
- worded positively (the use of never or don't should be avoided)
- be displayed in the classroom and be available to children, parents and staff
- be signed by the children and staff
- be shared with parents/carers
- be a collective responsibility and adhered to by the whole school community including parents, children and staff

Restorative Approach

Our schools support a restorative approach to helping children resolve their differences 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 conversations can involve the language of the brain (What could you do to calm your amygdala in future). 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 weekly awards to ensure that all pupils are selected. For example: all pupils should receive a Values Certificate once each academic year at ST; all pupils should receive a Learning Leaders Badge once each academic year at SCSJ; and all pupils should receive Star of the Week each academic year at PF.

In addition, records should be kept of termly or annual awards so that different pupils can be selected each term/year. These should be saved on a central location so all staff giving awards can check it. For example, Love thy neighbour and the Headteacher Award at PF.

Rewards Systems	
St Thomas'	Values Certificate - Values Certificates are presented on Friday's Achievement

	<p>Assembly to two pupils in each class. by their class teacher. They reward positive behaviour linked to our Christian values. All pupils should receive a certificate throughout the school year.</p> <p>House Points - house points are given out to individuals or groups of pupils for good behaviour and positive contributions to the class or whole school. These points are accumulated across the school and announced weekly during the celebration assembly.</p> <p>Learning Habits - each week one person from each class will be rewarded a certificate for embodying excellent learning habits.</p> <p>Opal Play rewards - each week two pupils from each class are selected for excellent play in the playground following the rules of Opal play. They receive 5 extra minutes play the following week.</p> <p>Individual classes will have reward systems appropriate to the age and development of the children. The reward system should be visible in the classroom e.g. row points. Teachers will refrain from using negative representations e.g sad face; only happy faces are permitted.</p>
St Clement's & St James'	<p>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.</p> <p>Learning Leaders - these badges are presented weekly and all pupils will be given an opportunity to become a learning leader. They have been designed by the children and are a recognition of individuals who have demonstrated the following learning attributes:</p> <ul style="list-style-type: none"> ○ Loud clear voice ○ Everyone contributes respectfully ○ Active listening ○ Resilience and perseverance ○ Neat presentation in books and in person <p>Learning Habits - each week one person from each class will be rewarded a certificate for embodying excellent learning habits.</p> <p>Opal Play rewards - each week two pupils from each class are selected for excellent play in the playground following the rules of Opal play. They receive 5 extra minutes play the following week.</p> <p>Individual classes will have reward systems appropriate to the age and development of the children. The reward system should be visible in the classroom e.g. row points. Teachers will refrain from using negative representations e.g sad face; only happy faces are permitted.</p>

<p>Princess Frederica</p>	<p>Whole school reward systems</p> <ul style="list-style-type: none"> ● Learning Habits - each week one person from each class will be rewarded a certificate for embodying excellent learning habits. ● Habit Heroes - Once a week a member from SLT will choose a child who has shown our habit of the week and reveal the winner in celebration assembly. ● Opal Play rewards - each week two pupils from each class are selected for excellent play in the playground following the rules of Opal play. They receive 5 extra minutes play the following week. ● 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. ● Lining up points - During break times and lunchtimes, classes are awarded lining up points within their phase group. The classes with the highest points are recognised during the celebration assembly on a half-termly basis and receive additional playtime for their class. ● 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 nominate one pupil for the Headteacher award each half, in the final week. This award can be given for academic achievements, progress and effort.
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Whole school sanctions 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 sanctions are given. Below is the order of sanctions for low level disruptive behaviour:

- non-verbal prompts (using a hand or gesture to redirect the pupil, 'the stare')
- verbal reminders, 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)
- check in with the pupil (this should be a quick and discreet conversation - how can I help you to focus? would ... help you?)

- verbal warnings - **these 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.
- reflection time at the regulation station to help re-focus (up to five minutes depending on the age of the child).
- 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...")
- minutes of playtime taken away - **only after two warnings have been given which tell the child this will be the consequence.** **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. **Children should never be made to stand on the wall at playtime - this is humiliating.**
- 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).
- 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 sanction). There will be an alternative opportunity provided for fresh air play but not at the scheduled time.
- 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 who 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.
- restorative conversations should happen after any missing playtime/time in another class and parents should be informed.
- if a child has been asked to have time in another class three times across the week then they will have an internal exclusion with a member of SLT and parents informed again

NB: Cases where all playtime has been removed require logging on CPOMS by the adult who issued the sanction. 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 sanctions.

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 etc.
- 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

***REPEATED AND PERSISTENT BEHAVIOURS ABOVE AND/OR**

- Fighting
- Sustained and prolonged disruptive behaviour, insolence and rudeness to staff
- Continued violent behaviour/ causing serious damage/vandalism
- Stealing personal property
- Prolonged bullying
- Hurting, threatening or swearing at staff
- Threatening with intent
- Possession or using an offensive weapon
- ABH & GBH

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 and the Head of School and Senior Admin Officer informed. **If the child runs out of school, the police and parents will be notified by the school office.**

Further Consequences

- formal restorative meeting
- phone call home/meeting with parents
- letter or email to parents
- letter outlining costs
- Internal suspension
- External suspension
- Permanent exclusion
- 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 causing 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 sanctions/strategies used and parents' or child's views.

An appropriate programme of support should be planned in the form of an individual behaviour plan. Emotional Behavioural Disorder (EBD)/ Personal Social Plan (PSP) may also be written for pupils with SEN, which should include clear objectives and targets.

Clear rewards and sanctions 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.

WLZ/Place2Be/Art Therapy/ Nurture Room/ELSA

Targeted support for children struggling in the class setting for any reason can be offered targeted support 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.

Y5 and Y6

There are additional behavioural expectations for children in Year 5 and Year 6. We expect that they will show a commitment to upholding the rules and high expectations of the school. Year 6 children are ambassadors for the school and will be expected to demonstrate exemplary behaviour and attitudes towards their learning.

Behaviour expectations Y5 and Y6 (Appendix 1)

The rules at STFED are:

I can keep my hands and feet to myself	I can have good manners	I can move around the school safely
I can show good listening and follow instructions	I can always try my best	I can be kind

The rules at PF are:

We respect each other	We always try our best	We walk around the school safely
We are good learners	We listen carefully	We look after our school

That means no :	consequences 1 st phase	consequences 2 nd phase	consequences 3 rd phase
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<ul style="list-style-type: none"> ● answering back ● stropping ● swearing ● sulking ● tantrums ● eye rolling ● flinging things ● laughing at people ● smirking ● throwing stuff ● sucking teeth ● slouching and other negative body language ● Shouting out ● Not following instructions from the adult ● Leaving the room without permission ● Refusing to do work 	<p>First time: inappropriate behaviour shown = non verbal reminder / discreet verbal reminder and checking in with the pupil</p> <p>Second time: minutes taken off playtime</p> <p>Third time: time in another class - allocated year group</p> <p>Teacher will use verbal reminders, about behaviour being shown and expected behaviour</p> <p>On return from the parallel classroom, if inappropriate behaviour continues, a senior member of staff will be informed.</p>	<p>if asked to leave the classroom 3 times or more in one week, there will be a half day internal exclusion the first time, the second time it will be at St Thomas'- if this proves to be ineffective</p>	<p>if there are 3 internal exclusions in half a term then there will be a formal external exclusion</p>
Reporting arrangements	Member of SLT/Headship Team will monitor	Member of SLT/Headship Team will inform parents	Member of SLT/Headship Team will inform parents
A copy of the school rules will be provided by the class teacher when a child is asked to leave the class. The child will be required to copy these out.He/she will provide the pupil with a bank of work to be undertaken during times when out of class.			

Name: _____

I understand the rule and expectations and I understand what will happen if I continue to break the rule.

Signed: _____ (Student)

Signed: _____ (Parent)