

**Framfield CE Primary School**  
The Street  
Framfield  
Uckfield  
East Sussex  
TN22 5NR



**Blackboys CE Primary School**  
School Lane  
Blackboys  
Uckfield  
East Sussex  
TN22 5LL

ADOPTED DECEMBER 2023

REVIEW DECEMBER 2024

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

Our Vision is: Be the Best You Can Be; Living 'life in all its fullness' (John 10:10)

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.

**"So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets." Matthew 7:12.**

We believe that as we live out this teaching of Jesus in our school it will enable our pupils to "Be the best they can be."

## **Contents**

Rationale	3
Aims	3
Implementation	3
Behavior Expectations	5
Clarification of Expectations	5
Motivation and Rewards	6
Positive Handling	8
Suspensions and Exclusions	8
Special Education Needs	9
Midday Supervisors	9
Parents and Other Adults	9
Complaints Procedure	9
Summary	10
Appendix 1 - Behaviour Code for Staff	11
Appendix 2 - Behaviour Code for Children	12
Appendix 3 – Improving Behavior in Schools	13
Appendix 4 – The Zones of Regulations	14

## 1) RATIONALE

- a) As a church school the Governors and Staff believe that a behaviour policy is an essential and integral part of school life, helping pupils to become effective 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 parent 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
  - 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 4
- 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 inclusion team 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 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 parents**

- To work with the school to support the behaviour policy

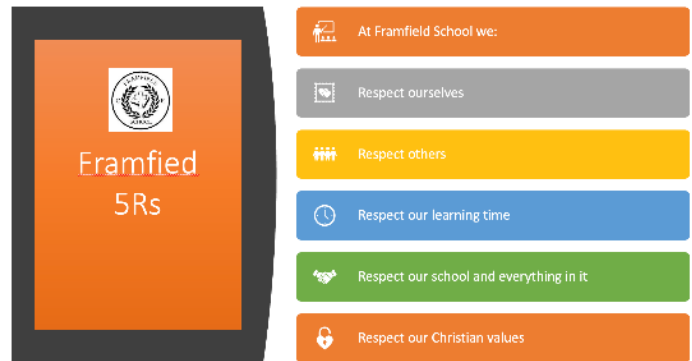
## Role of children

- 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 parents

- 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 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
- stand in a class line before being asked to sit down together
- 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 to 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.

- an opportunity is provided within assemblies for the celebration of achievement and the presentation of certificates and trophies
- children are publicly thanked in assemblies
- children are sent for praise and reward to the DSL (Mrs Kent) or Head Teacher and parents are, where possible, informed of this
- class teachers record instances of good behaviour and work for reporting purposes
- class teachers will inform parents of instances of particular positive contributions, be they academic or social
- telephone calls may be made to parents with the child present to recognise excellence (behaviour, achievement, effort) and the parent is given the opportunity to praise the child immediately over the phone
- 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 Head teacher and/or DSL 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.

The following rewards may be given to the child, class and house earning the most house points. These were chosen following consultation with staff and the children to gather ideas and then a whole school vote. These rewards may be reviewed or amended if necessary.

- The class/year group earning the most house points each week will be allowed additional playtime or golden time. This is at the class teacher's discretion and should be no more than 10 minutes.
- In each class the child earning the most house points each half term will be awarded a special badge in their house colour.
- 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'.

Other whole class behaviour incentives and charts (e.g. rainbow charts, ladders etc.) should **not** be used except in specific circumstances i.e. for an individual pupil in discussion with the SENCo.

### ***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.

### **SANCTIONS**

The following principles are adhered to:

- graded according to severity and frequency of misdemeanour
- procedures are understood by all
- consistently applied
- incidents recorded on MY CONCERN
- seek opportunities for restorative justice approaches

### ***Behaviour Management Structure***

*The class teacher is responsible for the discipline of the children not only within the teaching room, but also for their behaviour to and from the room, and whilst waiting outside, if appropriate*

Where there is evidence of a pattern of repeated minor offences children can be referred to  
Class Teacher > DSL > Headteacher

### ***Sanctions within lessons***

In our aim to promote positive behaviour we operate a graduated response to sanctions, aiming to allow the child to refocus and get back on track with their learning. We use Zones of Regulation prior to implementing sanctions to support children to identify strategies that they can use to return to the *green zone* and be ready for learning. ***However, we recognise that this is not always possible and, on occasion, a child may need to immediately move to step 4 rather than progress through each step. This will be the case if instances such as swearing, aggression towards another member of the school community, the deliberate damage to property or risk of harm to the child themselves or another person takes place.***

#### **Graduated response:**

1. De-escalation / reminder / support using Zones of Regulation (this could be verbal or non-verbal)
2. Warning and /or time out within the class as a thinking/reflective time
3. Removal from the class to another class within the year (if possible) or miss playtime
4. If poor behaviour continues sent to Headteacher (if unavailable then DSL)

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

Parents will be informed of incidents dealt with as response 3 or 4 and these will be recorded on MY CONCERN by class teachers (response 3/4) or Headteacher / DSL (response 4).

### ***Sanctions as a result of incidents occurring at other times***

*(e.g. on playground, in corridors, assembly, toilets, before-school and after-school clubs)*

It is important that consequences are proportionate to the behaviour. These might include:

Time out

Missing short periods of playtime

Exclusion from the playground

Correcting an activity / behaviour e.g. walking instead of running, picking up a dropped item etc.

Internal exclusion to HT (DSL if HT unavailable)

An apology - written or verbal as is age appropriate

Restorative practice following this 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?

### ***Sanctions as a result of incidents taking place outside of school***

*(e.g. allegations of child on child abuse, online safety, incidents relating to home learning in the event of partial or full school closure)*

***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 2023.
- where appropriate, parents 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, parents 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) PARENTS 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.

## **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**

# Framfield's Behaviour Code

## "If I do this..."

- Encourage others
- Be kind
- Show growth mind-set
- Be honest and tell the truth
- Show respect for everyone and everything
- Listen to all adults and follow their instructions
- Walk on the left in single file
- Talk in a quiet 'indoor' voice
- Take responsibility for my words and actions
- Shirt tucked in
- Keep school tidy



## ...this will happen."

- I will feel proud of myself
- I will be praised by adults
- I may receive house points or a certificate in assembly
- My family may be told about my good behaviour

- Call out / interrupt / talk over others
- Wander around
- Make silly noises
- Ignore rules / values / instructions
- Disturb others' learning
- Say unkind things
- Run inside
- Drop litter



### In class (de-escalate)

- My teacher will:
- Remind me of the rules
  - Remind me of Zones of Regulation (ZoR)
  - Encourage me
  - Help me get back on task
- My teacher might:
- Use humour
  - Give me a signal to re-focus
  - Speak to me privately

- Carry on disruptive behaviour
- Deliberately make bad choices
- Answer back
- Unkindness
- Name calling
- Swear
- Annoy others on purpose
- Refuse to follow instructions



### In class (warning/time out)

- My teacher will:
- Give me a clear, verbal message that this behaviour must stop
  - Support me to use ZoR
  - Remind me I will have to leave the class if this behaviour continues
- My teacher might:
- Give me time out in class away from other pupils
  - Help me put things right using a restorative approach

- Carry on disruptive behaviour
- Repeatedly disrupt the learning of others
- Embarrass or upset people on purpose
- Refuse to work
- Behave unsafely in school or on-line



### Time out in another class/miss play

- My teacher will:
- Send me to another class in my year group with work for the rest of the lesson
  - Or arrange for me to miss my play (supervised by an adult)
  - Help me to put things right (restorative approach)
  - Privately tell my parents ASAP
  - Make a note of this (My Concern)

- Carry on disruptive behaviour
- Hurt others physically or emotionally on purpose
- Swearing at people
- Abusive language or behaviour
- Running away from adults
- Aggression or violence towards others









### Sent to Senior Teachers







- Senior teachers will decide if I:
- Miss morning play(s)
  - Miss lunchtime play(s)
  - Miss another activity
  - Work in the Headteacher's office (internal exclusion)
  - Am sent home (exclusion)
- They will:
- Help me to put things right (restorative approach)
  - Make a note of this (My Concern) and inform my parents

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

# Framfield's Behaviour Code

    
**"If I do this..."**

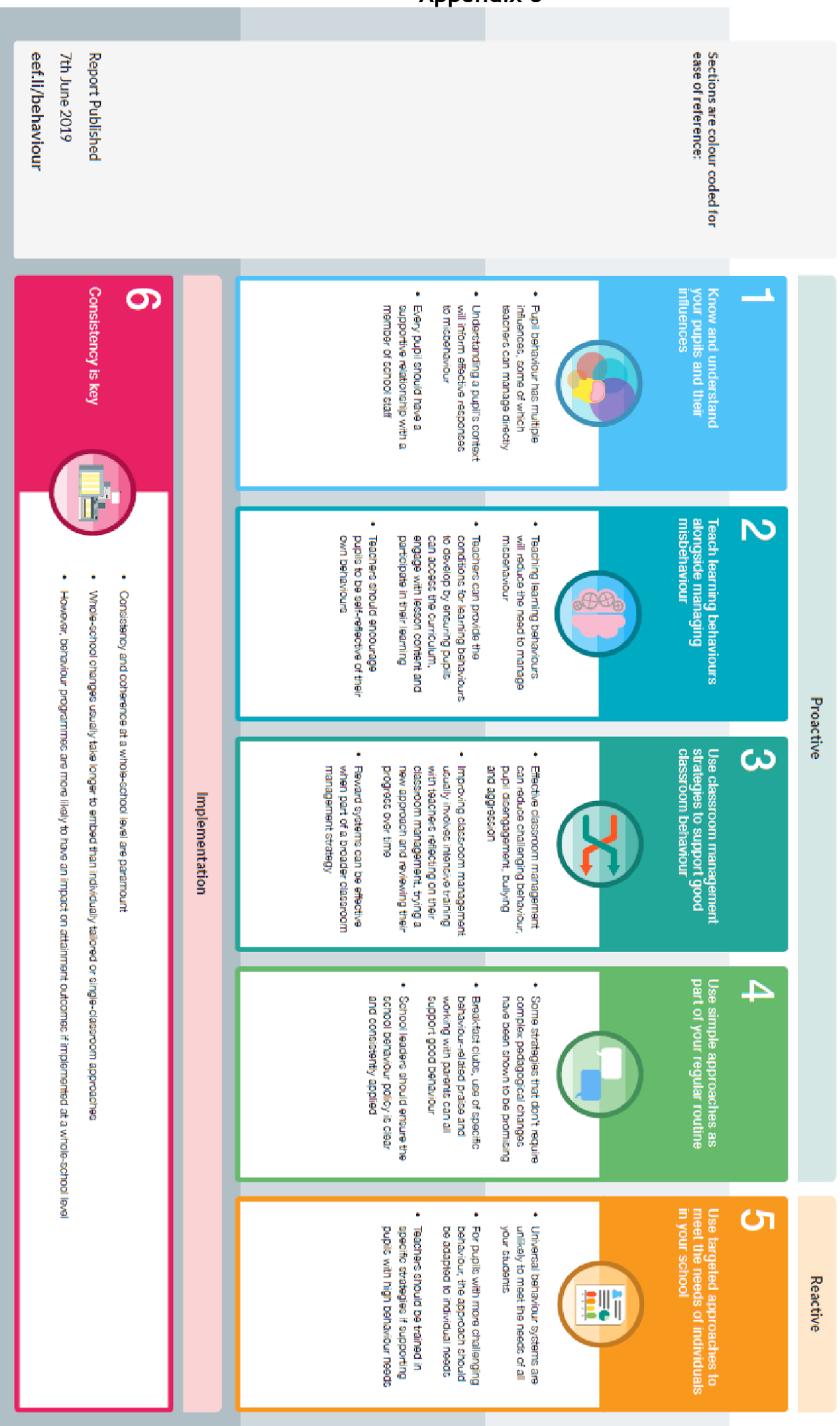
    
**...this will happen."**

Be kind Tell the truth Show respect		I will feel proud I will be praised My family may be told
Ignore instructions or rules		My teacher will tell me the right thing to do
Carry on making bad choices Use words unkindly		I must put things right Time out in class
Carry on making bad choices Use words unkindly		I must put things right Time out in class
Carry on making bad choices Behave unsafely in school or online		I must put things right Time in another class or Stay in at playtime
Carry on making bad choices Hurt others on purpose		I must put things right Sent to the Headteacher

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

## IMPROVING BEHAVIOUR IN SCHOOLS

### Summary of recommendations



## Appendix 4

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

# The **ZONES** of Regulation®

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

Copyright © 2011 Think Social Publishing, Inc.