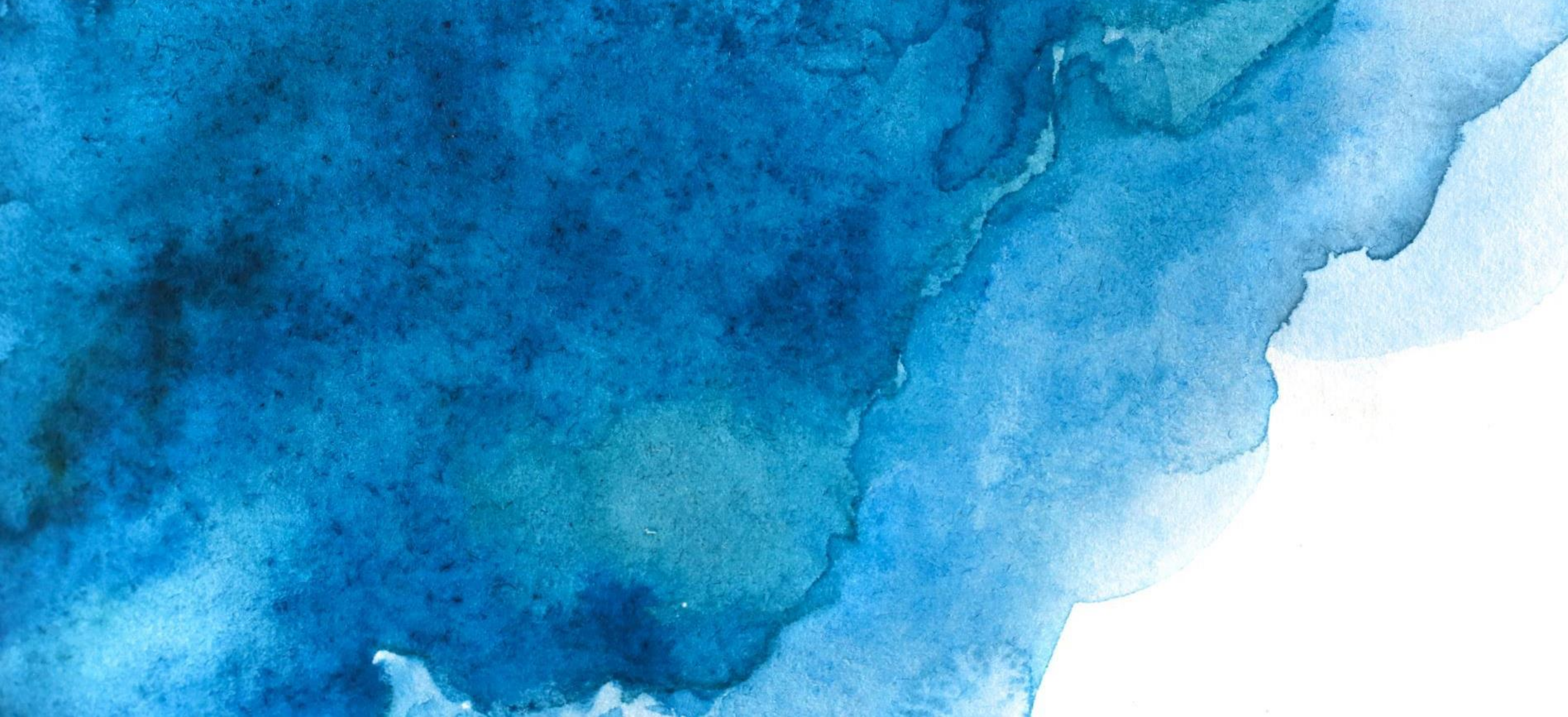


# Relationships and Behaviour at FP





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# Relationships and Behaviour Procedure



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Our aim is to create a positive learning culture for everyone with high expectations of behaviour.

Our Relationships and Behaviour procedure is underpinned by the following **essential principles**:

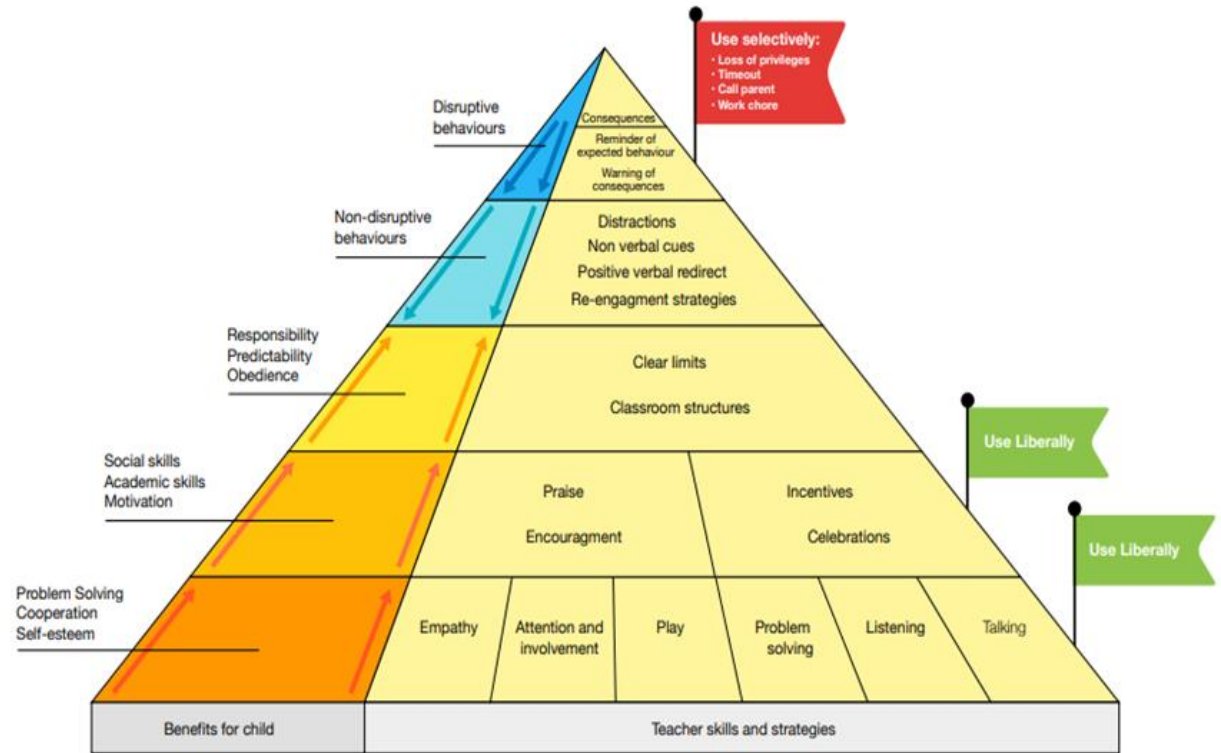
- Developing a deep sense of pride and self-accomplishment in all children
- Recognising, praising, and celebrating good behaviour
- Building respectful, trusting relationships where everyone feels valued
- Supporting children to understand Fundamental British Values and tolerance of Protected Characteristics
- Supporting children to understand their rights within the UN convention for the Rights of the Child and respecting these rights for themselves and for others
- Developing a supportive partnership between home and school
- Maintaining consistency when fostering enabling relationships and promoting positive behaviours
- This behaviour is underpinned by the JTMAT Behaviour Policy [Behaviour Policy \(jtmat.co.uk\)](http://jtmat.co.uk) and JTMAT Anti-Bullying Policy [Anti-Bullying Policy \(jtmat.co.uk\)](http://jtmat.co.uk).

# Our Intent

The diagram represents the approaches we use to promote positive behaviour and reduce uncooperative behaviour at Fradley Park.

Our primary intent is to foster **Happy, Healthy** children who can live and learn in **Harmony** with others. We have three **LEARNING and LIVING Behaviours (LL)** that we focus on when developing children's skills and knowledge of essential behaviours.

Figure 5: The Incredible Years Teaching Pyramid®



Adapted from Webster-Stratton, C. and Reid, M. J. (2001) *Incredible Years Teacher Training Program: Content, Methods and Processes* (Facilitator Manual), Seattle.

# Learning and Living Behaviours

It is our aim to promote positive behaviour and reduce uncooperative behaviour at Fradley Park:

Passionate (HAPPY)

Resilient (HEALTHY)

Caring (HARMONY)



- Learning and Living behaviours are displayed in classrooms and around school.
- All school staff explicitly model the learning and living behaviours alongside the modelling of good manners and courtesy.
- Each class collaboratively develops a **class charter** of behaviour expectations that is agreed and referenced daily. These class charters incorporate the Jigsaw Charter (from our PSHE Curriculum)
- Staff use consistent language when discussing relationships and behaviours.

# Positive Mindset!

- We strive to have a positive mindset throughout the school and when supporting positive behaviours and relationships.
- We use Praise Phrases such as 'You are showing great resilience here because...' and 'You should be really proud of yourself because...'.
- We use Pride Phrases such as 'Why are you proud of it?' And 'Which learning and living behaviour do you think you used today?'
- There are plenty of rewards that take many forms!



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# Sanctions

When dealing with difficult behaviour, there are three main considerations:

- Care for the individual involved.
- Ensuring a prompt, fair and consistent response
- Meeting with parents/carers if the behaviour is a cause for concern.

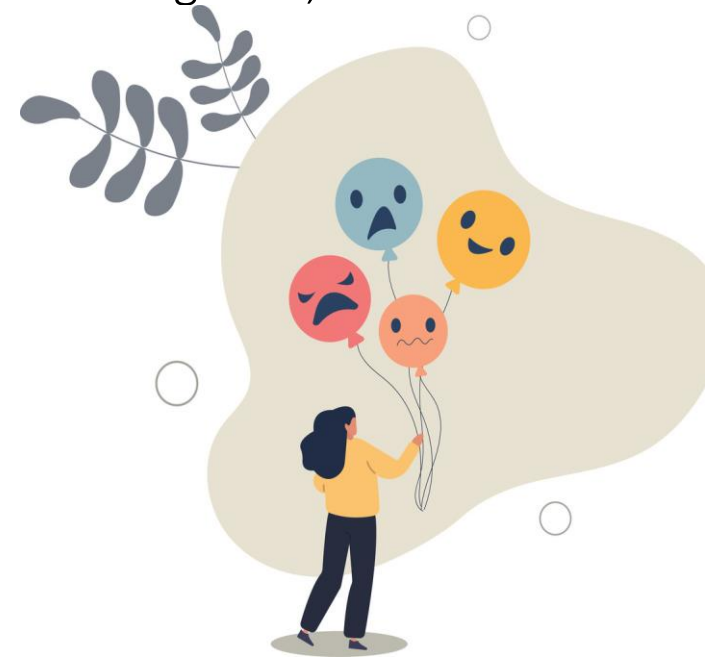




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The school may use one or more of the following sanctions in response to unacceptable behaviour:

1. Active ignoring and praising others (if appropriate/safe to do so)
2. A verbal reminder of Class Charter expectations to the class
3. A direct verbal prompt to the child about their behaviour and the impact it is having on others
4. A warning about 'Time in' (time within the classroom)
5. 'Time in' - Thinking time - sand timer (2 minutes), sitting near an adult, sitting away from the group and Reflection time with another adult - Restorative conversation, feeling review, time to regulate, calm down time/area, co-regulation walk/task, Zones of Regulation prompts.
6. 'Time out' of the classroom with a responsible adult
7. Referring the pupil to a senior member of staff
8. Referring to Headteacher – visit to classroom
9. Phone call home to parents
10. Behaviour Plan



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# Bullying: a definition

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- Repetitive, intentional harming of one person or group by another person or group
  - Deliberately hurtful
  - Repeated, often over a period of time
  - Difficult to defend against
  - In order to be considered bullying, the behaviour must include an imbalance of power: young people who bully use their power - such as physical strength, access to embarrassing information, or popularity - to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people. *\*Relational conflict is different to bullying as it does not include a power imbalance, usually relational conflict occurs in pupils (individuals or groups) of a similar power or status.*
  - [Anti-Bullying Policy](#)
  - [Our definition of bullying](#) - Anti Bullying Alliance



# Serious poor behaviour - bullying



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# How do we manage incidents of bullying at FP?

- Working together with all children and parents involved to understand the full picture of behaviour from all perspectives and agree actions and next steps.
- Targeted work either individually or with a class.
- Prevention through our everyday work, our PSHE curriculum, our culture and values.
- Targeted support and intervention for all involved – ELSA, Playmobile Therapy and other support agencies if relevant.
- Behaviour Support Plan and close monitoring involving SLT.