**Relationships and Behaviour Procedure**

**– Summary**

At Fradley Park Primary and Nursery School, we aim 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)](https://jtmat.co.uk/wp-content/uploads/2022/07/JTMAT-Behaviour-Policy.pdf) and JTMAT Anti-Bullying Policy [Anti-Bullying Policy (jtmat.co.uk)](https://jtmat.co.uk/wp-content/uploads/2022/05/JTMAT-AntiBullyingPolicy.pdf).

**Intent**

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

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| **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 (See Toolkits)

**Positive Mindset Toolkit**

We strive to have a **positive mindset** throughout the school and when supporting positive behaviours and relationships.

**Rewards and Sanctions Toolkit**

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| **Praise Phrases** | **Pride Phrases** |
| You are showing... (insert LL behaviour here) | Why are you proud of it? |
| You should be proud of yourself because... | Which learning and living behaviour do you think you used today? |
| I can see that you have worked really hard on this. Shall we… | Would you like to display your work? Why are you proud of this? |
| **Rewards** | |
| * Stickers (Ask me about…)/stamps | * The Golden Book |
| * Notes, messages, emails home | * Headteacher’s Awards |
| * Celebration Assembly Awards (Star of the Week) | * Special responsibilities/privileges |
| * House points (Anson, Wellington, Halifax, Sterling) in relation to our focused Learning and Living Behaviours. | * Showcasing finished pieces of work/observations of skill and process – Displays, Tapestry, Newsletter |

**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.

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

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| 1. Active ignoring and praising others (if appropriate/safe to do so) ‘I have got 5 children sitting listening, looking at me… now I have got 7 children… etc. Fantastic, I now have the whole class who are ready for their learning.’   ‘I am really proud of you… you are being a super sitter.’ | 1. A verbal reminder of Class Charter expectations to the class ‘   ‘What is on our class charter?’ |
| 1. A direct verbal prompt to the child about their behaviour and the impact it is having on others: ‘… is trying to learn, can you help them? How can you do this?’ | 1. A warning about ‘Time in’ (time within the classroom) |
| 1. ‘Time in’  ‘Because you have not followed our Class Charter/expectations, I would like you to have some thinking time/reflection time.’   - **Thinking time** - sand timer (2 minutes), sitting near an adult, sitting away from the group.  - **Reflection time with another adult** - Restorative conversation, feeling review, time to regulate, calm down time/area, co-regulation walk/task, Zones of Regulation prompts. | 1. ‘Time out’ of the classroom with a responsible adult   **Handover conversation** to take place in front of the child, ‘… needs some space away from class to reflect on their behaviour as they are making poor choices at the moment. I would like them to stay with you for 5 minutes and then return to class ready to make some good choices.’ |
| 1. Referring the pupil to a senior member of staff | 1. Phone call home to parents |
| 1. Referring to Headteacher – visit to classroom | 1. Behaviour Plan |

**Monitoring Arrangements**

A copy of the full **Relationships and Behaviour procedure** is available to all staff and parents and is published on the school website.   This policy is reviewed every two years by the Governors.