



# Relationships and Behaviour Policy

September 2025

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectations of effective behaviour management at Sir Francis Hill Primary School. Please read this policy in conjunction with our Vision and Values, Anti-Bullying, Online Safety, Positive Handling and Exclusion policies.

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|----------------------------|----------------|
| Policy Owner               | SLT            |
| Governing Body Committee   | Development    |
| Date Approved by Governors | September 2025 |
| Next Review Date           | February 2025  |

If any policies are out of date, this does not mean that they are invalid. Coordinating dates of renewal, with ratification at the appropriate Governors meeting, sometimes causes delays/overlaps in renewal, but the content is still appropriate and relevant.

## **Roles and Responsibilities**

- The Governing Body will approve the policy and hold the Headteacher to account for its implementation.
- The Headteacher is responsible for ensuring the policy is implemented consistently across the school.
- The Leadership Team is responsible for reviewing the policy, supporting staff in its implementation, and providing support and training when required.
- Staff are responsible for delivering and implementing the policy in all areas of school life.
- Pupils are expected to demonstrate the school values and be ready, respectful, and safe at all times.

## **Rationale**

The purpose of this policy is to provide guidance for teachers, pupils, and parents on our restorative and relationship-focused approach to behaviour management.

## **Principles**

We believe:

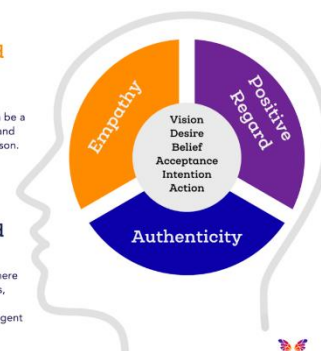
- Children should experience unconditional positive regard at our school.
- Behaviour is communication.
- Children respond better to encouragement than punishment.
- What you pay attention to is what you get more of.
- The positive culture in school is set by all adults.
- Children have the right to be treated with respect, be safe, learn, make mistakes, and be listened to.
- Asking for help with behavioural problems is a professional strength.

### **Unconditional Positive Regard**

Refers to a situation where someone continues to see someone in a positive light, regardless of situation. It can be a powerful sign of love, trust, and commitment to another person.

### **Conditional Positive Regard**

The practice of valuing an individual only when they adhere to certain behaviors or beliefs, thus making the provision of approval and affection contingent on meeting those specific expectations.



## **Our School Behaviours and Relationships – Values and Rules**

Through assembly themes, PSHE sessions, and classroom discussions, staff and children will work collaboratively to build a community where everyone belongs and is valued. This will include exploring the school values and our behaviour expectations. All this work is underpinned by a positive regard approach for every child. Children and staff will strive to embody the school values at all times and will explore the importance of representing Sir Francis Hill School both within and outside of school.

Our values will be vocalised by children and staff to promote positive attitudes towards behaviour in school. At Sir Francis Hill, we have high expectations for all pupils, and we keep the following three rules of ready, respectful and safe at the centre of everything we do. These three rules are at the heart of our school culture. It is important that children can remember the values and rules and understand what they mean.

## **Positive Behaviour Strategies**

At Sir Francis Hill we believe that a positive ethos and environment lead to a positive atmosphere and better behaviour. The following strategies will be used consistently by all adults in the school. They are designed to ensure **‘first attention goes to best conduct’** and to create clear, simple routines and expectations that help children feel valued as members of our learning community and motivated to always try their best.

*‘The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making consistency palpable, audible, and highly visible.’ – Paul Dix*

All adults will be looking out for children who show SFH’s values – Wisdom, Community, and Kindness – and who go ‘over and above’.

## **Ways children will be recognised:**

- House Points – Children will be presented with a certificate in our weekly merit assembly when they have reached a specific milestone: 50, 150, 250, 350.
- Values Certificates – Two children from each class will be awarded a Values Certificate each week, for a specific reason linked to our school values: Wisdom, Community, Kindness.
- Tea Party – Children consistently going over and above, and acting as role models to their peers, will be invited to a Phase Tea Party with a member of SLT. These take place every term (6 times a year).
- Positive Note Home – A positive note is a high-level recognition for consistently going over and above. It can be given to any child by any adult in the school. There are no set amounts each week, but this approach must be sincere to retain its value.

- Phone Calls Home – A member of staff or SLT will phone a parent to share their child's success.
  - Golden Assembly – This takes place at the end of each term and recognises those children who go 'over and above'.
- 'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above, then there is no limit to their excellent behaviour.'* – Paul Dix

### **Procedures to Follow When a Child Does Not Adhere to the School Rules**

Our school rules are:

- Ready
- Respectful
- Safe

At Sir Francis Hill we follow a Stage System to manage children who are not adhering to the school rules. At every stage, children will be reminded of the positive expectations of behaviour, the school values, and the rules of 'Ready, Respectful, Safe'. The process begins with the adults who are working in the immediate vicinity of the child.

- **Stage 1:** A verbal response reminding them of our expectations linked to the school rules.
- **Stage 2:** Class support to regulate behaviour – this could be self-regulation or co-regulation. This might include a reminder, caution, last chance, time out, or repair. A child might need external support to regulate behaviour if they are distressed or unable to regulate. In this instance, the teacher will call for their pastoral support staff member. If external support or time out is used, it should be briefly noted on CPOMs.
- **Stage 3:** Reflection card (restorative conversation conducted and recorded on CPOMs, parents informed either face-to-face or via a phone call from the teacher).



The pastoral support is as follows:

Nursery – Danni  
 Reception – Neil  
 Year 1 – Neil and Sue  
 Year 2 – Neil and Sue  
 Year 3 – Barry  
 Year 4 – Barry  
 Year 5 – Carole  
 Year 6 – Danni and Lynn

### **Reflection and Safe Spaces**

We will utilise de-escalation spaces within classrooms and designated areas throughout the school to provide reflection and calming time for any children requiring this. These areas will include resources to support children in regulating their emotions. Our Learning Mentor will support the creation and implementation of these areas to ensure they offer a supportive space.

### **Team Teach and Behaviour Plans (Individual Regulation Plans)**

In some cases, a child may display behaviour that puts themselves, other children, or staff at risk of harm, or a child's behaviour may be extremely disruptive. In such cases, it may be necessary to follow the guidelines for de-escalation, positive handling, and physical restraint as set out in the Department for Education's *Behaviour in Schools* policy.

A high proportion of staff members have been trained in the principles of Team Teach, and hold certification. Staff will follow these policies and procedures to keep all children and staff safe. All incidences will be logged using appropriate Team Teach logs, which will then be uploaded onto CPOMs.

When considered necessary, the school may refer a child (with parents'/carers' permission) to outside agencies such as BOSS (Behavioural Outreach and Support Services). A Pastoral Support Plan (PSP) may be written for a child exhibiting prolonged or extremely unacceptable, challenging behaviour. This would be in consultation with the child, parents/carers, and any support agencies as appropriate. The PSP will set targets for improvement, outline strategies for achieving those targets, and describe support for the child, family, and school. The Head Teacher may decide that a child's behaviour has been extreme enough to warrant a fixed term suspension or permanent exclusion. In such cases, the Head teacher will follow guidance and policy from the Local Authority which has informed our Exclusion and Suspension Policy (available on the school website).

## Appendix 1: SFH Behaviour Protocols

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <b>READY, RESPECTFUL, SAFE AT SIR FRANCIS HILL PRIMARY SCHOOL</b> </div>  </div> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                      |
| <b>STAGE 1 – READY, RESPECTFUL, SAFE</b><br><i>Dealt with discreetly – proximal praise, reminders and restoratively with the child</i>                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                      |
| <b>NOT READY</b> <ul style="list-style-type: none"> <li>• Chatting to others</li> <li>• Off task</li> <li>• Not following instructions</li> </ul>                                                                                                                                                                                                                        | <b>NOT RESPECTFUL</b> <ul style="list-style-type: none"> <li>• Constantly Fiddling/tapping</li> <li>• Making noises – whistling, humming, singing</li> <li>• Calling out</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>NOT SAFE</b> <ul style="list-style-type: none"> <li>• Swinging on chair</li> </ul>                                                                                                                                                                                                                                |
| <b>STAGE 2 - READY, RESPECTFUL, SAFE</b><br><i>Dealt with by teacher or TA, could be supported by Inclusion Team</i>                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                      |
| <b>NOT READY</b> <ul style="list-style-type: none"> <li>• Wondering around the class and disrupting learning</li> <li>• Trying to distract others from learning</li> </ul>                                                                                                                                                                                               | <b>NOT RESPECTFUL</b> <ul style="list-style-type: none"> <li>• Repeated refusal to do work or follow instructions</li> <li>• Intentionally trying to distract others e.g. repeated Level 1 behaviour/making faces/turning around</li> <li>• Taking others' belongings</li> <li>• Deliberately encroaching on another child's personal space in a threatening manner</li> <li>• Talking over other people (more than once and on purpose)</li> <li>• Talking back disrespectfully to adults</li> <li>• Disrespectful body language (e.g. eye rolling, facial expressions, shrugging) more than once</li> <li>• Inappropriate/disrespectful name calling/teasing/banter/jokes</li> <li>• Offensive language, or gestures, including swearing</li> <li>• Defiance/Direct refusal which impacts learning/safety of self or others</li> </ul> | <b>NOT SAFE</b> <ul style="list-style-type: none"> <li>• Play fighting which is a danger to others</li> <li>• Obstruction</li> </ul>                                                                                                                                                                                 |
| <b>STAGE 3 READY, RESPECTFUL, SAFE</b><br><i>These need a reflection card, restorative conversation, recording on CPOMs and parents being informed</i>                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                      |
| <b>NOT READY</b> <ul style="list-style-type: none"> <li>• Persistent refusal to follow instructions</li> <li>• Persistent Disruptive Behaviour</li> </ul>                                                                                                                                                                                                                | <b>NOT RESPECTFUL</b> <ul style="list-style-type: none"> <li>• Bullying (Link to BOO)</li> <li>• Racism / Homophobia or other protected characteristics</li> <li>• Damage to property, including graffiti or toilet paper misuse</li> <li>• Theft</li> <li>• Verbal abuse of child or staff</li> <li>• Threatening/Intimidating behaviour towards child or staff</li> <li>• Inappropriate online behaviour</li> <li>• Escalation of more extreme behaviours – a combination of refusal, disruption and offensive language directed towards a person</li> </ul>                                                                                                                                                                                                                                                                           | <b>NOT SAFE</b> <ul style="list-style-type: none"> <li>• Physical assault of a child or staff member</li> <li>• Carrying an offensive weapon/Hitting or attempting to wound with weapon</li> <li>• Drugs and alcohol related, including smoking/vaping</li> <li>• Spitting with aggression toward someone</li> </ul> |