

## Relationships and Behaviour Policy

This document should be read in conjunction with the CET Behaviour for Learning Policy and CET Anti-Bullying Policy.

At Queen Eleanor Primary Academy, we believe that positive relationships is the golden thread that is at the heart of all we do. Where exemplary behaviour should be the outcomes of positive, consistent and defined relationships between staff and children.

We are committed to creating a safe, well ordered, positive and supportive emotionally predictable environment that enables and fosters learning, developing self-control, respect and appreciation of others. The children feel secure in the knowledge that approaches to their behaviour will be consistent and fair.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Ready, Respectful and Safe'.

### Intent

Our Relationships and Behaviour Policy ensure that within a framework of expectations, routines, rights and responsibilities, we encourage, teach, model and co-regulate children to form positive relationships. Which in turn, allows teachers to teach and pupils to learn. To create a culture of exceptionally good behaviour; for learning, for community and for life.

### Principles

- We, as the adults, always model calm, controlled and caring behaviour to ensure that all children are treated fairly, shown respect and to promote good relationships.
- Our attention as adults is focussed first on those children who are behaving well, giving formal recognition to children going 'above and beyond'.
- We foster the belief that there are no 'bad' children, just 'bad' choices
- Promote self-esteem and self-discipline
- To give children attention and sense of importance for good conduct.
- To co-regulate and support children to self-regulate and be responsible for their own behaviour.
- We make our expectations explicit through clear routines – we teach it, model it and rehearse it.
- To build a community which values integrity, courtesy, collaboration, resilience, pride and endeavour.
- To improve community cohesion through improved relationships.
- To ensure excellent behaviour is celebrated and normalised 'this is how we do it here'.

**Our three rules are that every child be:**

1. **Ready**
2. **Respectful**
3. **Safe**

Are the three rules which underpin our Relationships and Behaviour Policy. All conversations with children about conduct will refer back to these three rules.

Ready	Respectful	Safe
Ready to learn, ready to listen, ready to participate	Respect for themselves, showing respect to their peers, to adults, to our environment	Safe in their learning environment, with people around them, in their

		activities in which they are taking part.
<ul style="list-style-type: none"> <li>• School uniform</li> <li>• Having the right equipment</li> <li>• Listening</li> <li>• Eyes looking</li> <li>• Good sitting</li> <li>• Being on time</li> <li>• Managing own needs</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to others' opinions and expect to be listened to.</li> <li>• Appropriate language and tone</li> <li>• Looking after the resources, classroom, displays and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate physical contact</li> <li>• Stay safe online both in and out of school</li> <li>• Report any problems to an adult</li> </ul>

**Every behaviour intervention – positive or corrective – must be punctuated with *Ready, Respectful or Safe*.**

**Modelling positive behaviours as adults**

As adults we will:

- Show the children that we have respect for them as individuals and we will **meet and greet them** at the start of each day.
- Teach children what **good conduct** looks like by **setting clear routines and expectations**.
- **Recognise good conduct publicly** and **correct inappropriate conduct privately**.
- **Respond consistently** using shared language of **understanding and trust**.
- Remain **calm and assertive** when managing inappropriate behaviours, maintaining a **child-centred** approach to decision making.

<p>Visible Consistencies</p> <p>Daily meet and greet</p> <p>Persistently catching children doing the right thing</p> <p>Picking up on children who are failing to meet expectations</p> <p>Accompanying children to and from the playground at breaktimes and at the end of everyday</p> <p>Praising in public (PIP)</p> <p>Reminding in private (RIP)</p> <p>Consistent use of shared and 'scripted' language</p> <p>Staff having lunch with children in the dining hall</p>
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**Recognising positive behaviour and effort**

All staff should give recognition to children for positive conduct whenever possible as this highlights to all children the positive conduct which we are looking for.

For children meeting the minimum expectation of standards of behaviour	Over and Above Recognition for when a child's conduct has been exceptional – a role model for all.
<p>A smile, nod or thumbs up</p> <p>Walkaways</p> <p>Dojo points</p> <p>Stickers</p> <p>A 'thank you'</p> <p>Praise</p>	<p>Recognition Boards</p> <p>Certificates</p> <p>Phone call/text home (for 'always' children)</p> <p>Verbal praise</p> <p>Notes home</p> <p>A conversation with a guardian at the end of the school day/Dojo message</p>

	Show work to another adult HT award Celebration assembly Recommendation to HT Staff having lunch with a child
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## Routines

So that every child knows exactly the expectation for common activities, staff will:

- Teach the children a **3-step routine** for all common activities e.g lining up, getting ready to learn, walking to the hall etc.
- Insist that this routine is followed by every child, every time, defending the high standard so that it becomes a habit.

We know that when children have clear and consistent routines and approach to behaviour, they are more likely to follow the routines in a more consistent manner. We implement very clear three step routines for:

### Getting ready for learning at the end of break and lunchtimes.

- 1<sup>st</sup> bell: All children to stop
- All children walk to put equipment away
- Line up quietly in line order, ready to come in

### Entering school in the morning and after break and lunchtimes

Staff will go onto to collect the children from the playground and bring them back into school

- Children follow behind the teacher in a quiet line (teacher at the head of the line)
- Children hang up their coats and belongings on their pegs (TAs to monitor cloakrooms)
- Children enter the classroom and sit down at their spaces (Teacher to stand at their door)

### Getting the class silent and ready for instruction

The teacher raises their hand that's the sign for everybody to immediately be ready

- Lips closed
- Eyes looking
- Ears listening

### Managing inappropriate behaviour- Classroom Support

- All staff are prepared to 'pick up their own tab'.
- All staff should consistently follow the same steps when managing inappropriate behaviour.
- Adults maintain emotional consistency, remaining calm, yet assertive when managing inappropriate conduct, considering body language and the words used carefully, allowing take up time.
- Children with specific needs (which impact on their conduct) will require separate, personalised steps which have been agreed with the SENCO/DHT using a Positive Support Plan (PSP).
- Conversations correcting inappropriate conduct should be done as privately as possible.

### Consequences for poor behaviour choices and effort

We expect that poor choices have a consequence. This may include 'natural consequences' such as cleaning up the mess, repairing the display, reorganising the classroom, making up with peers are examples of natural consequences, which repairs the damage rather than punishing the behaviour. We place the importance on

children knowing and understanding that there will be a follow up and consequence to poor choices in behaviour, rather than the severity of the sanction given.

**Consequences should:**

Step	Application	Useful language
<p><b>1. Reminder</b> Take up time</p>	<p>Number of prompts dependant on needs of child. Make a point of congratulating a child who is completing the action/request correctly first and putting the focus on this correct behaviour. Distraction can work well for refusal behaviours at this point. Link conduct back to the 3 school rules (e.g, be Ready, Respectful, Safe) or the routine which isn't being followed. Reminds child of when they demonstrated successful conduct Doesn't require a long discussion Delivered as privately as possible (don't make the poor behaviour the focus).</p>	<p>Thank you X for stopping when I asked you to. I am very impressed by how well (name) is doing with ... Thank you so much. (Name), are you okay? I can see you are struggling with X, how can I help? This a reminder that we need to be (Ready, Respectful or Safe). I needed you to....(delivered privately whenever possible) You now have the chance to make a better choice Thank you for putting that down and giving me your attention, when I'm talking to you. Remember how I praised you yesterday when you stopped straight away? That's what I'm look for/expect of you. Do you remember that one of our rules is X? Thank you for now doing Y. <i>Example: I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you.</i></p>
<p><b>2. Warning</b> Take up time</p>	<p>Only 1 warning given, as privately as possible. Again, draw attention to another child following the rule first and thank them (but don't make comparisons). A clear verbal warning, with a firmer, more assertive tone than the reminder (but not aggressive) delivers privately wherever possible. Remind child of the rule or routine which is not being followed. Making the child aware of their behaviour and clearly outlining the consequences if they continue. Explain the sanction which will be imposed if the routine, rule or instruction isn't now followed. Walk away so as not to get into back and forth negotiation</p>	<p>10 second 'drive by' Name, you know X is one of our rules. Doing Y is breaking our rule because... I expect you to... If you make this (positive) choice then (explain positive outcome), if you continue with Y then (explain consequence). I know you'll make the right choice. Assertive expectation 'I expect you to now...' Suzie, If you choose to break the rules again, you will leave me no choice but to ask you to (work at another table/work in another classroom. Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Presuppose success 'Thank you for now doing this' Think carefully about your next step <i>Example 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you.</i></p>
<p><b>3. Last Chance</b></p>	<p>Only 1 last chance given. Speak to the child privately whenever possible and give them the final opportunity to engage.</p>	<p><b>30 second scripted intervention</b> "Name, I notice that you are ...(specify unwanted behaviour)" <b>Scripted language to use:</b></p>

	<p><b>Use the 30 second scripted intervention</b> to discuss with the child what happened and how it could be avoided in future  Child needs to spend 2 minutes discussing the behaviours that led to this with you at the end of the lesson/session (even if the behaviour improves after this – it cannot be earned back)  Specify the behaviour which needs to change.  Refer back to the school rule.  Finish by reminding the child of when they did succeed in following this rule – try to be specific.  Walk away so not to engage in back-and-forth negotiation.</p>	<p>“It was the rule about being (Ready/Respectful/Safe) that you broke”  “If it continues then you have chosen to (explain sanction e.g. go to another class, talk to teacher at break time, sit on bench for 5 minutes”  “Do you remember last week when you (highlight example of the child succeeding in following the rule)?  “That is what I need to see now (name)”  “I know you can succeed”  “We will talk about this at the end of the lesson”  Then walk away to give ‘take up time’ and to avoid getting into a negotiation or shifting of blame.</p>
<p>4. Time Out (5 minutes)</p>	<p>Inform the child that they have chosen to keep breaking the school rule and that this has a consequence.  Sent to have ‘Time Out’ might be a short time outside the classroom in a ‘safe place’, on this ‘thinking spot’, sent to partner class (with work) or on a bench on the playground as appropriate for a specified time (X minutes) with work.  If a child is deregulated it might be a walk with another adult.  It is a few minutes for the child to calm down, take a breather, look at the situation from a different perspective and compose themselves.  On return to the classroom, the child will be spoken to by an adult to reset the boundaries, reflect on the next step and be reminded of previous good conduct. Or 5-minute conversation at the next break discussing what happened and how it could be avoided next time.</p>	<p><b>Scripted language to use:</b>  I noticed you chose to ...(noticed behaviour)  Deliver request to move calmly and assertively  You have chosen to keep (name the rule broken)  You now need to ...(go to the quiet area/go to sit with the other class/go to another table etc)..for .... minutes  Playground: You need to ...(stand by another staff member/me/sit on the picnic bench etc.  I will speak to you in two minutes.  Example: I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you.  Remember to send work.  Do not describe child’s behaviour to another adult in front of the child.</p>
<p>Headteacher’s Reflection</p>	<p>For when work needs completing that has been missed (and where appropriate)  Send copy of work to be completed at home with the child together with a note explaining choices.  Make sure it is something that can be completed without adult help.  Do not send exercise or textbooks home but plain paper and copies.</p>	<p>As you missed learning time earlier, I need you to catch up.  Please complete this at home so you haven’t missed anything.</p>

	Some pupils may need a personalised plan, e.g. earning Golden Time. This will be set up with Behaviour Lead and Class Teacher.	
<b>5. What to do if a child refuses or their behaviour places themselves or others at immediate risk.</b> If the first three steps have been completed and a child is refusing to leave the classroom or they are disrupting learning.	Remind the child that their choices are disrupting others and that they must now follow instructions. Walk away and allow 30 seconds – 1 minute take up time. Ask the child again to follow instruction, telling them refusal will result in a member of SLT being called to help them make the right choice. Dangerous and persistent behaviour may need the support of SLT: Fighting 2 <sup>nd</sup> time out in the same session Throwing furniture/breaking equipment Bullying/child-on-child abuse Hate language/racist language Disruption which prevents the class from learning Most children who display these behaviours will have an individual Pastoral Support Plan, so please follow this in the first instance.	Ask SLT member of staff to come to class ('avoid the walk of shame' to the office) Speak to the child with the SLT member present to show that you still have authority Remain calm and assertive. Do not allow your emotional feelings to cloud the conversation.
<b>6. Repair Conversation</b>	A restorative conversation which takes place at an appropriate time when the child is calm. This should be a walk/do and talk conversation Can be short for minor conduct breeches or longer when there has been refusals or deregulated behaviour. Focuses on reflection and restoring relationships (not blame or further punishment). The restorative meeting will explore the reasons for the poor choices, the impact on other people and how to make better choices in future.	Repair – 5 questions What happened? (Neutral tone and body language) What were you feeling at the time? What have you felt since? How did this make you feel? Who has been affected? What should we do to put things right? How can we do things differently?
<b>7. Pastoral Support Plan</b>	A bespoke package for children deemed to be at risk of exclusion. The child will work with trained members of staff to address issues of concern. The staff will involve parents and may involve seeking advice of other professionals.	
<b>9. Suspension</b>	Parents informed firstly by telephone and then by letter	

	<p><b>Internal Suspension</b></p> <ul style="list-style-type: none"> <li>• Child has no contact with own classmates</li> <li>• No access to playground, lunch taken on their own.</li> </ul> <p><b>Suspension</b></p> <ul style="list-style-type: none"> <li>• Followed by a reintegration meeting on the child's return.</li> </ul> <p><b>Headteacher's Warning</b>  <b>Governor's Warning</b>  <b>Child at risk of Permanent Exclusion</b></p>	
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Use of child's name, child level, eye contact, delivery of message

### Consequences during break/lunchtimes

- 1. Listen to the problem:** May involve alleged incidents which haven't been seen

  - Ask each child to 'tell me what happened'. Ask each child not to interrupt each other. Make sure that everyone involved gets a chance to talk. Ask who else saw what happened and speak to them as well.
  - **Make sure that your body language and voice is neutral.**
  - Having heard all viewpoints, summarise what happened and ask if everyone agrees with this version of events.
  - **Most children just want to be heard, so please invest time in listening.**
  - For minor disagreements (arguments over games, miscommunications etc) offer advice about how to move forward. For accidental trips etc suggest an apology might help.
- 2. Reminder: When a child or group has made a poor (although not deliberate) choice:**

  - Link back to the school rules.
  - Remind the child of when you saw them playing well.
  - Delivered privately away from the group.
- 3. Caution/ final warning: When a child or group has repeated a poor choice:**

  - Remind the child of the rule broken.
  - Explain the 'time out' consequence if the conduct continues.
  - Tell the child to think carefully about their next choices.
- 4. Time out (after reminders/ cautions, unless someone has been deliberately hurt):**

  - Tell the child that they now need some time to think about their choices.
  - Ask them to sit on a bench for 5 minutes.
  - Talk to them about what happened to lead up to this.
- 5. Repair:**

  - Before letting the child leave the bench, have a quick conversation about how they will make successful choices.
  - End the conversation positively.

### Extreme Behaviours

If a child engages in any of the following severe behaviours, the above stages (at learning time or breaktime) can be by-passed and the staff member may choose to immediately send for SLT.

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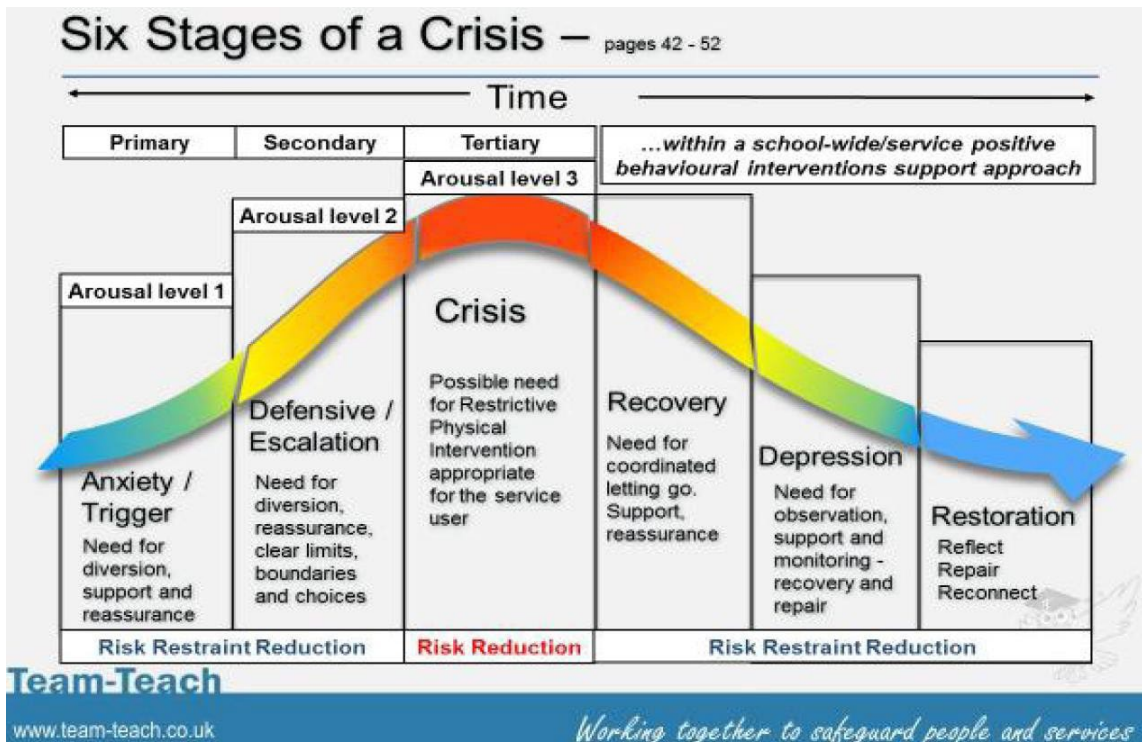
Next Review July 2026

- Hate speech
- Verbal abuse or swearing to an adult
- Bullying
- Extreme behaviour e.g. violence, running away, vandalism, deliberately dangerous activity
- Violence towards adults

Suspensions may occur following extreme behaviour incidents at the discretion of the Headteacher. A fixed-term suspension will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To provide for an orderly learning environment for other pupils
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a day seclusion with a member of SLT. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.



Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each child. These children will have bespoke Support Plans and Positive Handling Plans that can be found in Appendix A. When dealing with an episode of extreme behaviour, a child may need to be restrained, by a trained member of staff, if they or another person is unsafe. This will only be used as a last resort. The school will record all serious behaviour incidents on CPOMs including any restraints.

### Continued poor conduct

- If a child is repeatedly receiving cautions, warnings and time outs, then this pattern needs to be addressed through closer monitoring, re-focusing the child on the positive outcomes of positive choices.

- For younger children (EYFS & KS1) this will involve the teacher meeting the parent briefly at the end of each day and sharing the successes and areas that need improvement.
- For older (KS2) children, this will involve being placed on a 'daily monitoring report card':
  - This will be completed for every session showing good choices and poor choices. o At the end of each day the child will bring this to the Headteacher to discuss how the day has been. This will look to celebrate the positives as well as discussing poor choices.
  - At the end of the week this will be sent home to the parent.
- Some pupils may need a personalised plan, e.g. earning Golden Time. This will be set up with Behaviour Lead and Class Teacher.

**Persistently dangerous or disruptive conduct:**

- Where there is ongoing poor conduct which does not improve, severe behaviours are displayed, then a Headteacher's Warning may be issued. A Governor's Warning may be issued if the dangerous or disruptive conduct continues. Following this, a permanent exclusion may be necessary if behaviour continues.