



Congerstone Primary School

Relational and Behaviour for Learning Policy

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Signed – Chair of Governors			
Signed – Headteacher			
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1.Introduction

At Congerstone Primary School, our mission is 'For all our children to be kind, courageous and curious citizens, helping them to shine for a bright and happy future in our diverse world.'

Building positive relationships lies at the very heart of developing successful behaviour for learning. The EEF guide 'Improving Behaviour in Schools' section 1 talks about the power of 'effective communication' and how 'knowing (their) pupils well can have a positive impact on classroom behaviour' and be a useful tool when de-escalating behaviour.

We aim to achieve our mission by being inclusive, maintaining a safe and stimulating learning environment, securing outstanding learning and teaching, delivering our broad and balanced curriculum, following a values-based approach (KIND), and working with parents, carers and the wider community.

We believe that a whole school **Relationship and Behaviour for Learning Policy** can only be effective if there is a partnership between everyone associated with the day-to-day running of the School.

This involves teachers, teaching assistants, mid-day supervisors, office staff, students, parents, governors and children all working towards the same objective – a safe, calm school where amazing learning can take place.

This document provides a framework for the creation of a happy, secure and friendly environment in which children can learn and develop as caring and responsible people and take this with them into adulthood. It is written for all members of the school community to allow each one to understand the policy of the School and to apply it **consistently and fairly**.

It is important to note that, although the policy scope will encompass the majority of our School community, there will be individual children who may need adaptations made in order for them to feel further supported with their behaviour choices.

2.Policy Scope

This policy applies to all members of the School community who are involved in working with the children through any of the means set out in this policy.

3.Policy Development

This policy has been developed by the Head Teacher in consultation with the Governors, the staff and our children.

This policy should be read in conjunction with the Anti-Bullying Policy, the Teaching and Learning Policy, the Positive Handling Policy and the Safeguarding Policy.

4.Policy Aims and purpose

The establishment of a safe and sound, positive and caring ethos is an essential prerequisite for learning. The Head Teacher aim of our **Relationship and Behaviour for Learning Policy** is to achieve this. Creating this ethos is dependent upon trusting relationships and a process of co- operative team work and so the school welcomes and encourages the involvement of the LA, governors, parents and carers and others in the community on this journey.

We believe that every child has the right to learn but no child has the right to disrupt the learning of others and that teachers and teaching assistants have the right to teach and children have the right to learn. It is an aim of our **Relationship and Behaviour for**

Learning Policy to uphold this. In order to do this, understanding our children and their moods, and knowing our children and their behaviour, is key and **our Relationship and Behaviour for Learning Policy** aims to ensure that we have this understanding and we act upon it to help us achieve the above.

At Congerstone Primary School, all members of our community will work together so that:

- We secure outstanding behaviour to support and enable outstanding teaching, learning and progress for all children.
- We ensure a safe, caring and happy school where children feel valued and educated.
- We encourage pupils to recognise that they can and should make the 'right' choices
- We deliberately and persistently catch pupils making the right choices and praise them in front of others
- Teachers and teaching assistants can teach and children can learn so that all children have access to a broad and balanced curriculum.
- Children are encouraged to respect the rights and beliefs of others.
- Children learn to recognise and understand the part they will play in the world as adults.
- Children are taught the **KIND** values: Kindness, Integrity, Never giving up, Diligence through our values-based approach.
- We promote British Values and teach what it is to be British.
- We promote good citizenship.
- We promote self-discipline.
- We educate about and prevent bullying (see Anti-Bullying Policy).
- Appropriate language is modelled and spoken throughout the school.
- We encourage and praise greater effort and motivation in both work and behaviour.
- We have a consistent whole school approach to behaviour which is used by all the staff in the school.
- Parents are informed and are aware of the behaviour procedures.
- We provide a consistent and fair system of rewards to encourage good behaviour and to try and reverse persistent inappropriate behaviour through restorative conversations and modelling positive behaviour.
- We provide justice and a sense of fairness.

5. Equal Opportunities

Congerstone Primary School is committed to equality of opportunity, and to promoting an ethos of dignity, courtesy and respect throughout the organisation. For further information, please refer to the Equality Objectives (available in the Policies section on the school website).

Congerstone Primary School will not accept practices which intentionally or unintentionally discriminate against anyone on the grounds of colour, race, religion, nationality, gender, disability, age or language and sexual orientation. Every effort will be made to ensure that a fair and consistent practice, as detailed in this policy and procedure, is carried out. We have high expectations of age and stage appropriate behaviour for all children in our School.

Staff and pupils recognise that Congerstone Primary School is strengthened by diversity. As an inclusive school, we recognise that reasonable adjustments may be made to the reward and sanctions system as outlined in this policy to make it fully inclusive for all pupils.

6. Quality Assurance

The quality of behaviour at Congerstone Primary School will be assured by:

- Ensuring that this policy is disseminated and adhered to.

- Monitoring the impact of the policy as set out in section 13.
- Addressing any underperformance in a timely manner, whether it has come to light through the monitoring procedures outlined in this policy or as a result of other School quality assurance mechanisms.

7.Roles and Responsibilities

All members of the school community work towards the school aims by:

- providing a happy and organised environment in which all are fully aware of behavioural expectations;
- treating all children and adults as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- rejecting all bullying or harassment, in any form and following our Anti-Bullying Policy to deal with it;
- helping to develop strategies to eliminate undesirable behaviour, both within and outside the classroom, and applying these consistently. This includes high quality teaching and learning and full preparation for all activities and lessons;
- caring for, and taking pride in, the physical environment of the school;
- working as a team, supporting and encouraging each other.

7.2 The Governing Body

In addition to the roles and responsibilities outlined in section 7.1:

The Governing Body will work with the Head Teacher and Senior Leaders, ensuring that the quality of behaviour management is accounted for.

The Governing Body will review this policy on an annual basis and support the Head Teacher and Senior Leaders in their implementation of the policy.

The Governing Body will work with the Head Teacher and Senior Leaders to ensure that the Behaviour and Learning Policy and other policies that link to it are upheld and suitably resourced.

7.3 The Head Teacher and Senior Leaders

In addition to the roles and responsibilities outlined in section 7.1:

The Head Teacher and Senior Leaders will ensure that the **Relationship and Behaviour for Learning Policy** is disseminated and is implemented fully to ensure consistent and sustained excellent behaviour throughout the School.

They will ensure that the policy is used in conjunction with the Anti-Bullying Policy and the other policies mentioned in section 3.

7.4 The Head Teacher

The Head Teacher will ensure that the staff have appropriate induction, understand and follow the Relationship and Behaviour for Learning Policy through bespoke training, updates in briefings and staff meetings.

The Head Teacher will ensure that MDSs fully understand the **Relationship and Behaviour for Learning Policy** through regular meetings and termly training sessions on Behaviour Management strategies.

The Head Teacher will monitor all forms completed – on Arbor and on CPOMs - to identify patterns of behaviour, communicating these to class teachers where and when appropriate.

The Head Teacher will report on the quality of behaviour provision to the Governing Body at regular meetings.

7.5 Teaching Staff

In addition to the roles and responsibilities outlined above:

Teaching staff will ensure that they have familiarised themselves with all elements of the **Relationship and Behaviour for Learning Policy** and understand what is required of them, seeking clarification from the Head Teacher or Senior Leaders if they are unsure.

SLT will monitor the quality of behaviour management through regular learning walks.

All staff will have a clear understanding of what child-on-child abuse is and how we can educate children about the nature and prevalence of child-on-child abuse via PSHE, RSHE and the wider curriculum.

Children are told what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse.

Children are regularly informed about the School's approach to such issues, including its zero-tolerance policy towards all forms of child-on-child abuse. (For further information, see the School's Safeguarding Policy)

7.6 Support Staff

In addition to the roles and responsibilities outlined in section 7.1:

- Support staff will ensure they have familiarised themselves with all elements of the **Relationship and Behaviour for Learning Policy** and understand what is required of them, seeking clarification from the Head Teacher or Senior Leaders if they are unsure.
- Ensure the appropriate support is provided to children with additional needs where those needs might impact/affect behaviour.

7.7 Children

Our children must:

- Have a clear understanding of the expectations for behaviour and school rule and act accordingly.

7.8 Parents/Carers

We would like our parents and carers to:

- Support the School in implementing our **Relationship and Behaviour for Learning Policy** as outlined in the Home-School Agreement. Procedures in line with the aims of this policy, our expectations for excellent behaviour apply at all times, both in and around the School and when engaging in off-site activities.

8. KIND

At the very heart of our school ethos and culture is the acronym **KIND**. It is incredibly important to instil in our children life-long good behaviour and manners, linking back to our school vision: 'For all our children to be kind, courageous and curious citizens, helping them to shine for a bright and happy future in our diverse world.'

Our **KIND** values are constantly referred to during lessons, in and around school and during out of school activities in order to reinforce their importance.

Positive behaviour is referenced to a **KIND** quality wherever possible. Each letter of the **KIND** stands for a value that we encourage our children to emulate.

Kindness

Integrity

Never giving up / Nurturing

Diligence

9. Behaviour for Learning

In addition to promoting our KIND values, which underpin everything that we do, we believe that there are also a number of other key procedures that will ensure that we emphasise good behaviour first in order to achieve the aims set out in section 4.

These are:

- Positive classroom management, role-modelling and expert teaching which are important in order to promote and celebrate good behaviour and prevent poor behaviour.
- Creating the perfect stimulating and engaging environment that facilitates every aspect of learning, including behaviour.
- Routines that give a sense of security and are crucial to the establishment of effective teaching and learning.
- Quality First Teaching that enables our children to access our broad and balanced curriculum more easily in a high-challenge low-threat environment that eliminates misunderstanding, boredom, disengagement and undesired behaviour.
- The promotion of positive and appropriate responses, in order to prevent difficulties occurring, through the development and sharing of good practice.

Linking this good practice with our shared philosophy of Austin's butterfly, taken from the Exploratory Learning Institute in the USA. We encourage children to know that their first attempt may not be their best and, by re-drafting several times, they may create something that they feel is better than their best. (See the Teaching and Learning Policy for further information.)

10. Language of Behaviour

The language that we use when approaching behaviour issues is very important, and, as much as possible, we keep our language positive. The box below gives some examples:

• Instead of ...	Try ...
• Don't throw that toy	• Put the toy in the box
• Don't talk over me	• Listen to me
• Stop running	• Walk
• Stop shouting	• Talk quietly
• Please don't push	• Gently, thank you

The EEF 'Improving Behaviour in Schools' discusses the importance of consistency – and this is incredibly relevant when thinking about the words that we use to describe children's behaviour. All staff will use the terminology 'kind choice' and 'unkind choice' when discussing behaviour choices with children. We use the term 'consequences' when dealing with the sanctions of a behaviour incident.

There are **Natural Consequences** and these are outcomes that happen as a direct result of a child's behaviour without intervention from others. For example: a child is messing about with a water cup and spills it, the natural consequence is that they get wet and they have to clear up the spilt water. The **Logical Consequences** are outcomes that are deliberately set by an adult in response to a poor behaviour choice. For example: If a child disrupts a class, they may spend time reflecting on this in their free time.

11. Rules

Our rule and rewards have been devised in collaboration with the children and staff in order to help us to have a common understanding of how we are expected to behave, and so that we can achieve the aims of this policy as set out in section 4. Our children have the opportunity to discuss the rule and ensure that it is fully understood, accepted and it is able to be followed. There is only one school rule – **Be Kind**. This is displayed in each classroom and throughout the school environment. We expect all children and staff to know the rule and to spend time discussing it together at the start of each year, understanding what it means and how it relates to the **KIND** values that are intrinsic to the ethos of the school.

Our rule: Be kind.

12. Rewards

We aim to develop children's feelings of personal satisfaction, pride, and self-esteem when they make the right choices with their behaviour. These then become their intrinsic rewards: internal factors that motivate the children to want to behave in a particular manner. Extrinsic rewards are also very important and a powerful tool for encouraging appropriate and positive behaviour and for us to show our appreciation of this. They should be used as and when it is deemed appropriate, dependent upon the individual children and situations. They can take a variety of forms and may include:

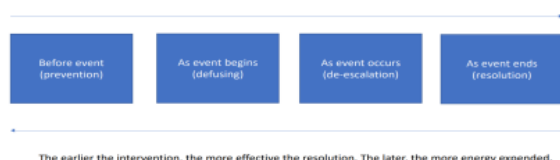
- Conger Stones (replacement for merits)
- Recognition Boards (a display in each classroom)
- Verbal / non-verbal praise
- Stickers
- Certificates
- Marble reward
- Parental communication

*See Appendix 1 for clarification on any of the above rewards.

13. De-escalation

Knowing our children well is key when dealing with behaviour situations. Tom Bennett cites that 'Small fires are easier to put out than big ones' (2023) and this is where de-escalating a situation is very useful. Being able to spot small changes in behaviours and language, and identifying patterns and triggers will support the de-escalation process.

A gentle reminder of what the 'right choice' is may be enough for one child, whereby another may require a 'brain break' (time away from the classroom e.g on the trim trail, walking around the field) in order to de-escalate or distract from wrong choices being made. The diagram below shows the four stages of behaviour intervention:



Examples of de-escalation strategies may include:

- brain breaks – a walk around the school field or on the trim trail
- distraction – changing the subject, talking about common interests
- talking to another adult and 'ignoring' the child
- sharing a book or drawing something together
- giving the child space to calm down and simply sitting with them

14. Sanctions and reflections

Our positive behaviour management strategies will always be deployed first; however, sometimes, for any child, focusing on the positives might not secure the behaviour that we would expect in order to uphold our aims as set out in section 4. In this event we would follow our procedures for sanctions and reflections.

*Terms inappropriate, unacceptable and challenging. The above terms are all associated with behaviours that:

Disrupt the learning of the class.

Are harmful, in both a physical and verbal sense, to others.

Are low level but frequent, consistent and repeated regularly.

“No school however positive or imaginative can eliminate disciplinary difficulties entirely” (“Good Behaviour and Discipline”. DfE).

It must be made clear to the child that it is the behaviour which is being labelled and/or described eg. ‘That was the unkind choice’. At Congerstone Primary School we do not “display” names on a board for poor behaviour, but we celebrate positive behaviour by adding that child’s name and why they have been placed on the recognition board.

At the beginning of the day, all children begin with a ‘clean slate’. Should children display behaviour that does not reflect the school rule – **BE KIND**, the following sanctions are applied in order:

- Before giving a verbal warning, we praise other children for demonstrating the correct behaviour.
- If the inappropriate behaviour continues, we give a verbal warning with an explanation of why that is unkind behaviour what will happen if they continue.
- If the behaviour continues after the verbal warning, at the staff member’s discretion, an in-class move may be initiated.
- Continuation of inappropriate behaviour will result in the child being asked to go to a member of the SLT’s class for a 10-minute reflection and a change of space. When they return to class the class teacher will engage in a restorative chat at an appropriate time. (breaktime or lunchtime) Parents should be informed via Arbor if this has occurred, details should include what happened before the incident and the sanction.
- If still not resolved, the child will be sent to the Deputy to determine the appropriate next course of action. Parents will be contacted by the class teacher and, when necessary, asked to come into school to support their child to make the right behaviour choice.
- If a child’s behaviour continues to deteriorate, and in extreme circumstances, the child can be taken to the Head Teacher to discuss the matter further. This may result in a loss of free time whilst the matter is reflected on. Sometimes, the steps will need to be accelerated, and this will be done at the discretion of the class teacher, based on their knowledge of the child and the situation.
- When a child is displaying challenging behaviour on a regular basis, a personalised action plan will be put into place in consultation with the SENCO, the class teacher, the child and the parents/carers. The Deputy Head Teacher and Head Teacher will be included as and when required.
- Where the child is felt to be in serious risk of suspension, Support Programme (SP) will be established by the Head Teacher and monitored by the class teacher. Children with Emotional and Behavioural Difficulties (EBD), Special Educational Needs (SEN) and Additional Educational Needs (AEN) may require individual behaviour targets and smaller steps.
- If appropriate, advice and support may be sought from the Inclusion Service and/or Educational Psychologist and a behaviour contract drawn up.
- Serious incidents which compromise the health and safety of themselves or anyone in the school community may result in the child being excluded. In these exceptional circumstances, the Head Teacher will inform the Governors. The Head Teacher and Governors will take full account of the guidance provided in the DfE Suspensions publication (2017)

- All staff must complete an Arbor behaviour report for any behaviour they feel needs recording (this can include friendship issues), ensuring that time, place and type of behaviour is recorded (categories need 'ticking'), alerting the Head Teacher. If there is a pattern of repeated behaviour, the Head Teacher will follow this up with class teacher and/or parents.

15. Challenging Behaviour

'Challenging behaviour' is behaviour judged as that needing to be recorded on Arbor as a severe incident and would require immediate support from the Head Teacher or Deputy Head Teacher. This includes violent behaviour that might damage other pupils, the pupil themselves and the environment around them, including school property.

All staff employed at Congerstone Primary School have a legal duty of care to avoid acts or omissions that could cause harm to another person; this involves operating in the best interest of children.

A common value base would seek to include the following rights and entitlements:

- Pupils and staff have a right to be treated fairly and with courtesy and respect. Positive behaviour management strategies must underpin this approach;
- Physical interventions must only be used in the best interest of, or out of necessity for, the child. Parents and carers should be informed if this happens;
- Any physical intervention must be reasonable and proportionate to the circumstance and always be conducted in relation to the child, age, gender, size, health, stage of development and other relevant factors.
- For the restraint of pupils, staff must be TeamTeach trained. (See Positive Handling Policy)

Primary prevention involves changing aspects of a person's environment to reduce the likelihood that challenging behaviour will occur. Stages in the development of primary preventative strategies are shown in the following checklist:

- Analyse environmental and personal settings for each child
- Take steps to ensure children are not exposed to situations where personal and environmental conditions occur together
- Identify triggers for aggression and violence
- Avoid the presentation of triggers at critical periods
- Make alterations to the environment to minimise the likelihood of serious harm
- Help the child to develop behaviours that lead to positive experiences

Consider whether the child's behaviour could be influenced by personal conditions such as hunger, thirst, pain (headache etc), the need to go to the toilet, or environmental conditions such as excessive heat, cold or noise.

Secondary prevention concerns the actions taken once a combination of conditions and a trigger has precipitated a sequence of behaviours that could escalate into violence and aggression. The aim of secondary prevention is to stop the behaviour reaching a point of crisis. Stages in the development of secondary preventative strategies are shown in the following checklist:

- Stay calm and friendly
- Make options available so that the child doesn't feel boxed into a corner
- Use physical proximity. For example, will the person be reassured by contact or would they be more relaxed if left alone?
- Reduce the level of demands. Many children become agitated and upset if they are asked to do tasks when they are tired or under the weather. For many, switching from a high demand task to a lower demand activity may help to guide young people back to baseline
- Change the people who are with the child; this could be staff members or other children if appropriate. (It is perfectly acceptable to ask to be replaced if heightened emotions of staff involved may have a detrimental effect on the situation.)
- Be flexible and try to avoid situations based on power struggles

- As much as is possible, when using restorative conversations, try to focus on the initial behaviour with the adult who was involved, rather than the subsequent escalating behaviour

Children who may regularly struggle to regulate their behaviour may need to have a Behaviour Plan written in order to support them. This will be developed in conjunction with the class teacher, Senco/Head Teacher and shared with the child and parents/carers.

If deemed appropriate, and in consultation with the Head Teacher, a child may spend time in a different environment in school in order to regulate and reflect.

16. Searching Pupils and Confiscating Items

Congerstone Primary School staff can search pupils or their possessions with their consent for any item which is prohibited from bringing onto school premises. These items include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco related products, including e- cigarettes
- fireworks
- pornographic images
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property

If staff suspect that a pupil has a banned item or item that may pose a risk, the pupil or their possessions may be searched. Any search must be undertaken by a DSL. Staff conducting a search must be the same gender as the pupil being searched where possible and there must be a witness.

17. Assemblies

Our expectations for behaviour in assemblies remain the same as for other areas of School life. Excellent behaviour and expectations are crucial in whole school assemblies as they set the whole school ethos and are often attended by a wider school community. The class teachers and support staff are responsible for ensuring that children are silent and still when seated in assembly. Any inappropriate behaviour must be dealt with by the teachers and support staff in assembly, as well as walking to and from assembly.

A staff member sitting near any child who is not behaving in an appropriate manner may need to remove the child from assembly. Any child removed from assembly will be asked to reflect on their behaviour. "Was this being kind to the other children? / Adult delivering the assembly?"

18. Lunchtimes

Our expectations for behaviour at lunchtime remain the same as for other areas of School life; however, some of our procedures are slightly different but still maintain the ethos of praise and reward for choosing to do the right thing.

Older children support lunch and act as positive role models to support the younger children as required. They help to promote responsible and good learning behaviours by:

- Modelling good manners and eating habits
- Helping to clear away, opening packaging

- Helping with coats and sandwich bags

18. Lunchtime Rewards

Verbal – An encouraging remark when positive behaviour is spotted takes no time and effort but can still mean a lot to the child. The value of verbal praise should not be underestimated and be used appropriately and often.

Stickers – They are suitable for all phases and particularly motivating.

Midday supervisors will speak personally to the class teacher of the children who have been sanctioned at lunchtime. In addition to this, the Midday supervisors will complete a behaviour log for inappropriate behaviour. Serious incidents will also be reported verbally to the Head Teacher.

If inappropriate / unsafe behaviour occurs during the lunchtime break, DURING A SINGLE HALF TERM PERIOD, the following sanctions will be applied:

- First incident – Child's name and nature of the incident will be recorded on Arbor. A phone call will be made to parents to inform them of the incident, if required. The child will miss all play and or lunch times for one day.
- Second incident - Child's name and nature of the incident will again be recorded on Arbor and a phone call made to parents to inform them of the incident if required. The child will miss the following day's play/lunch times.
- Third incident - Child's name and nature of the incident will again be recorded on Arbor. Alternative provision may be put into place, dependent upon the nature of the incidents. This will be done in conjunction with the Head Teacher. Parents/carers will be informed about any changes to support at lunchtimes.
- Any subsequent incident(s) – Will again be recorded on Arbor and a phone call made to the parents/carers to inform them of the incident and the details of the sanctions. This may include lunchtime suspensions, dependent upon the nature of the incidents.

19. Restorative Conversations

There is a 'story' behind every behaviour and it is very important that, in order to prevent the re-occurrence of certain behavioural situations, we get to the heart of what that story or reason is. At Congerstone, we use restorative conversations/practice.

Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done and is a 'proactive way of working **WITH** people, not doing things **TO** them, not doing things **FOR** them and **NOT** being neglectful and doing nothing at all' (Wachtel and McCold, 2001, p.117).

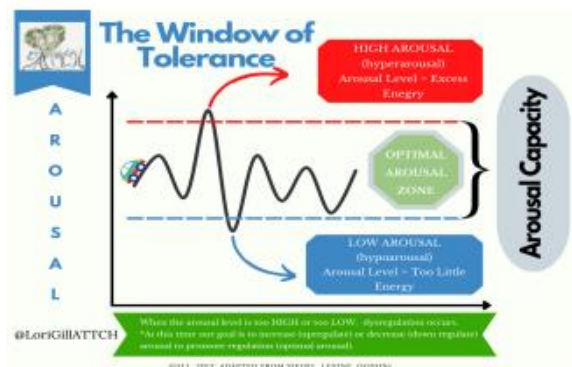
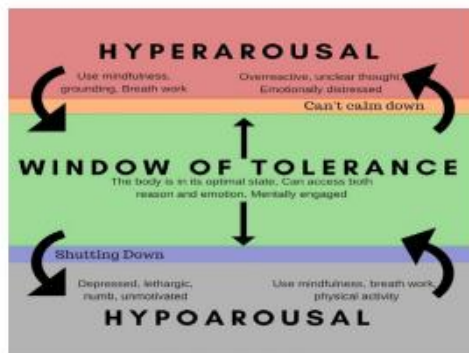
The box below highlights some of the misconceptions around restorative practice:

Myth-busters!

- **Myth 1: Restorative practice is a soft option!** Restorative practice is sometimes perceived as a 'soft' option. In reality, restorative practice provides a challenging framework to guide relationships and accountability between all staff, pupils, parents, governors.
- **Myth 2: Restorative practice replaces existing sanctions!** Restorative practice runs alongside existing behaviour strategies and school sanctions; planned and delivered well, restorative practice is threaded through existing strategies and improvement plans.
- **Myth 3: Restorative practice is only used when things go wrong!** It's true that restorative practice provides a series of ways to resolve conflict. However, restorative practice is equally effective as a proactive strategy, to develop emotional literacy, accountability, empathy, a strong sense of community and safety; to prevent bullying.

It is crucial that the child – and adult – are both regulated for a restorative conversation to be successful. This means that both must be in their 'zone of tolerance'. Behaviour Policy October 2024 22 Tracey West

The diagrams below look at this:



If a child is in hyperarousal, they need to be left in a calm, quiet place to allow themselves time to regulate their emotions and return to their zone of tolerance. During a restorative conversation, correct positioning and the location is paramount.

The musts:

- Find a quiet place to speak
- Sit at an angle or next to the child
- Sit at the same height as the child
- Use a calm tone at all times
- 'Tap out' if you feel that you are becoming dysregulated yourself
- Stop the conversation if the child shows signs of hypo arousal. NB Do not ask a child to make eye contact as this can be difficult for many children, especially if they are dysregulated.

The five questions that we use in restorative conversations are as follows:

- What happened?
- What were you thinking/feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen next?

We do not ask or tell a child to apologise - they need to reflect and decide this themselves.

At this point, we may get the children involved together for their own restorative conversation.

Once the restorative conversation has taken place, the child may be sanctioned according to the policy (if required) and the adult needs to take a moment to ensure that they have regulated their own emotions.

20. Suspensions

See Suspensions policy

Given the serious nature of any incident in a single half term period, such an event will result in a fixed term suspension, the length of which will be determined by the circumstances. This may be after all other sanctions have been applied and had no, or little' effect, or a single serious event has taken place.

In line with recommendations in the DfE's publication 'Suspensions from Mainstream Schools, Academies and Pupil Referral Units in England' (Sept 2017), a letter will be sent home to parents informing them of the details of the fixed term suspension, including the reason for the suspension.

Parents/carers have the right to appeal against a suspension, sending a letter explaining why to the Chair of Governors.

Should parents/carers refuse to co-operate with the removal of their child for lunchtime suspension, a full half day suspension will be applied, beginning in the morning. It is expected that the child be returned to school at the beginning of the afternoon session.

All suspensions are reported to the Local Authority and recorded in the child's Attendance record.

Before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour patterns is not repeated.

Reasonable adjustments will again be made to aid the child in regulating their own behaviour and enabling them to avoid the re-occurrence of further incidents. This is likely to involve the introduction of a 'Support Programme' if this has not already occurred at stage 4.

A written record of the discussion, and commitments to the agreed plan, by both the parents and the School, will be made. One copy will be kept in the School's record and one sent to the parents/carers.

21. Monitoring and Evaluation

The quality of behaviour management secured by this policy will be monitored, evaluated and resourced through:

- observed behaviour in and around school by all staff on a daily basis
- regular scrutiny of referrals (Arbor) looking for patterns (including when, where, who and what) as set out in
- Informal feedback from parents, pupils, staff and visitors to the school.
- Observing behaviour as part of learning walks
- Feedback to governors during Governors' meetings and as part of the termly Head Teacher's report
- Follow-up actions recorded (including referrals to SENCO, discussions and advice for class teachers, further training for MDSs)

See section 7 for specific roles and responsibilities.

The Governing Body will monitor the outcomes of the Relationship and Behaviour for Learning Policy

22. Review of the Policy

Following the monitoring processes set out in section 17, the **Relationship and Behaviour for Learning Policy** will be revised as required by the Head Teacher and Senior Leaders to ensure that it is effective.

The Relationship and Behaviour for Learning Policy will be revised by the Head Teacher to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

Appendix A –

♣ Recognition Boards – Every class has a board where they agree what is going to be 'recognised' that day/week. This may be participation in discussions, excellent presentation, showing kindness to others and so on. An individual is 'recognised' by having their name added to the board. The children are then praised in assemblies and during visits to the classroom by other members of staff and are rewarded with Conger Stones.

- ♣ Verbal – An encouraging remark when positive behaviour is spotted takes no time and effort but can still mean a lot to the child. The value of verbal praise should not be underestimated and be used appropriately and often.
- ♣ Non-verbal – A smile is one of the most effective ways in which to make another person aware of how proud you are of their behaviour. May also include thumbs up or a nod.
- ♣ Telling Parents – At Congerstone Primary School we keep close contact with our parents. An encouraging note/word to parents is appreciated by child and parent alike.
- ♣ Stickers – These are available from all staff in school. They are suitable for all key stages and are particularly motivating.
- ♣ Head Teacher Awards – Children can be sent to these senior members of staff for a special sticker for excellent behaviour. Children's good work can also be sent to receive a sticker.
- ♣ Celebration assembly – Exceptional effort is celebrated in the KIND assembly each week, along with the 'KIND Award of the week'. Parents are invited to these assemblies via a message on Arbor, requesting their attendance.
- ♣ Class awards – Each class has a marble jar. The aim is to fill the jar for whole class behaviour in and around the school. This can include whole class concentration in lessons, moving in and around the school and recognition in assemblies and on the playground when lining up. Any member of staff can reward a class with marbles with a maximum of two marbles at a time. When the marble jar is full, the class agree on a reward. This may be a visit to the park, extra PE, iPad time, extra break, etc.
- ♣ Conger Stones – a reward system, where children are awarded Conger Stones for excellent work, demonstrating KIND values, going above and beyond. If children have existing merits they can "cash" them in for Conger Stones
- ♣ Sent to the HT to celebrate good work, kindness shown.

Appendix B

Congerstone Primary School has a very special Shop and Bank system linked directly to our **Behaviour and Relationship Policy**.

The rationale behind this system is:

Firstly, we aim to motivate and enthuse our children to take responsibility for areas of their own learning. Our second aim is to teach our children the concept of and the relationship between work, money, saving and spending.

Children from Y1 to Y6 are encouraged to bank their rewards “Conger Stones” by opening an account at the ‘Conger Bank’. They have the opportunity to browse in ‘The Congerstone Shop’ to identify items for which they might like to save. Merchandise ranges in price from 10CS to 100CS. Throughout their time at school, the children will learn how to manage their finances by appreciating the connection between work and reward, the value of money, and the potential reward of saving versus the impulse to spend.

Each stone has a value which can be banked in our special Conger Bank and withdrawn when they have saved towards something special.

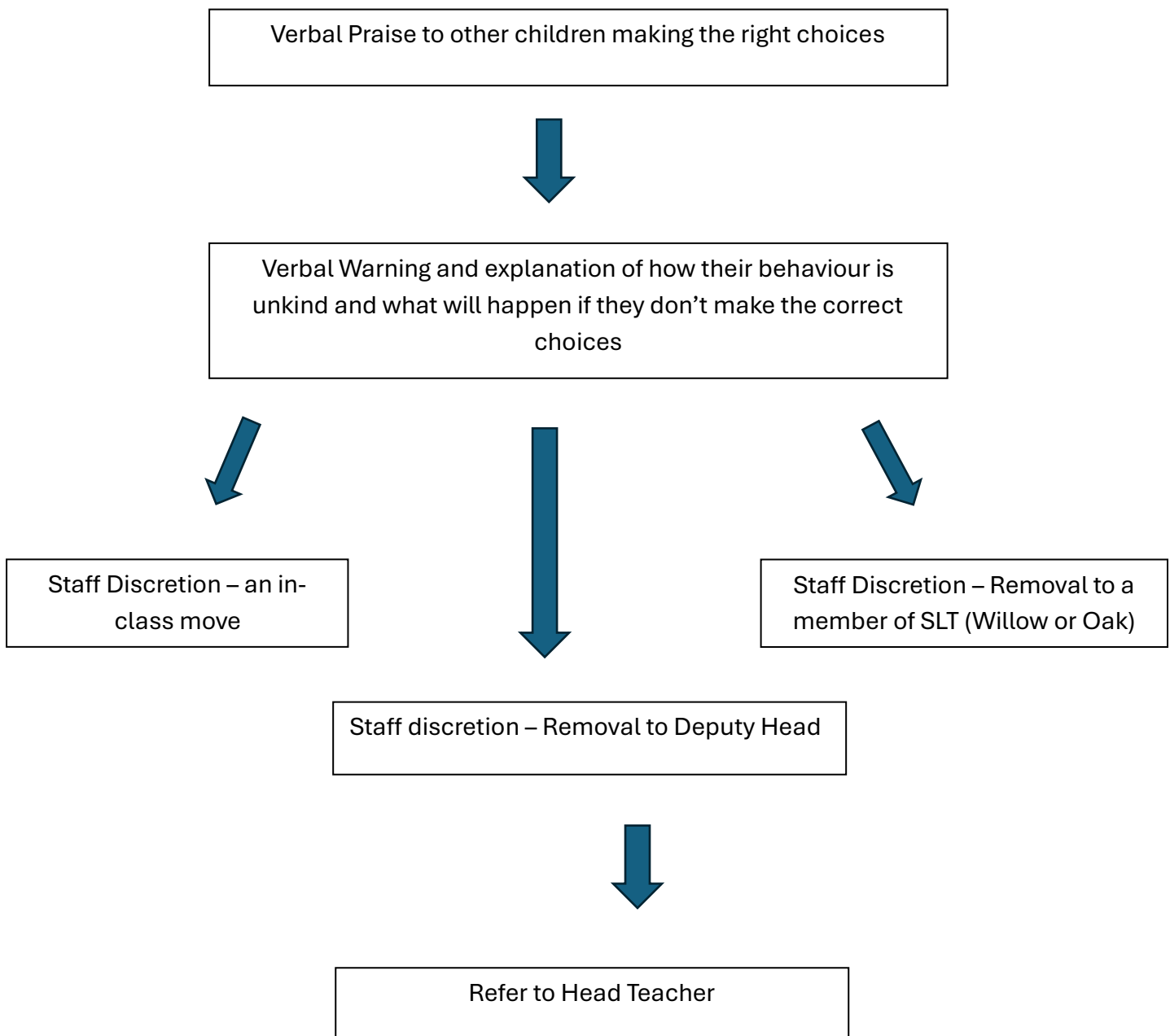
Congerstone Primary School Financial Education Vision Statement

Congerstone Primary School believes that financial education is a key learning priority for our children in order to support their future choices, including those related to aspirations and lifestyle.

We are dedicated to:

- enhancing our curriculum with real-life contexts;
- networking to share expertise;
- to support staff with effective resources and continuous professional development.

Consequences Flow Chart



If behaviour is extreme or dangerous then this process can be accelerated or HT escalation.

Appendix 1

Early Years Restorative Form

Date	Time	Class
Child name:		Reflection with:
Be Kind		
Brief description of behaviour requiring reflection:		

What happened? (Which school rule was broken?)		
What were you feeling and thinking at the time?		
 Sad	 Angry	 Fine
 Happy	 Confused	
Who / What else did my behaviour affect?		
 Adult	 Child	 Resources
What is needed to put things right?		
 Apology	 Clean up	 Fix it
How can we make sure that this does not happen again?		

Appendix 2

KS1 Restorative Form

Date	Time	Class
Child name:		Reflection with:
Brief description of behaviour requiring reflection:		

What happened? (Which school rule was broken?)	
What were you feeling and thinking at the time?  Sad  Angry  Fine  Happy  Confused	
How do you feel now?  Happy  Calm  OK  Sad  Angry	What do you need?  Food  Drink  Hug  Fidget  Time out
Who else did my behaviour affect?  Teacher  Teaching Assistant  Peer  Family  Someone else	
What is needed to put things right?  Apology  Clean up  Fix it  Finish work  Something else	
How can we make sure that this does not happen again?  Count to 10  Star breathing  Time out  Use words  Something else	

Appendix 3

KS2 restorative form

Date	Time	Class
<i>Child name:</i>		<i>Reflection with:</i>
Brief description of behaviour requiring reflection:		

What happened (which school rule was broken?)
What were you feeling and thinking at the time?
How do you feel now?
Who else did my behaviour affect?
What is needed to put things right?
How can we make sure that this does not happen again?

Restorative Conversations

The aim of a restorative conversation is that the child or children who have been affected by unexpected behaviour, understand the following:

- What happened?
- Who was affected?
- What can be done to put things right?

We aim to ensure that children develop an understanding that they are responsible for their own behaviour and that unexpected behaviour is not acceptable, not because it breaks the rules but because when behaviour is not good, someone will be harmed- indeed sometimes a whole group or community can suffer.

In a restorative conversation the following questions will be asked:

1. **What happened and who has been affected?**
2. What are you feeling?
3. **What can we do to put it right?**
4. How can we make sure it doesn't happen again?

The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

This conversation will be conducted both with the perpetrator and those that have been affected. Usually this will happen separately so that the truth of what has occurred can be established. Once this has happened, the pupils will be brought together so that each can hear how the other is feeling and how they have been affected by what happened.

As a result of the conversation, everyone involved should be clear about what the consequences of the behaviour were and what will be done to put things right.

Natural consequences- Apology (verbal, card, picture) done in their own time and use of the good to be green system.

If a child refuses to restore, the parents will be involved.

Rights and Responsibilities:

Pupils' Rights	Pupils' Responsibilities
• To be able to learn to the best of their ability. • To be treated with consideration and respect. • To be listened to by the adults in the school. • To know what is expected of them. • To feel safe. • To be treated fairly.	• To treat others with consideration and respect. • To do their best and let others learn. • To follow instructions from teachers and other staff. • To support and encourage each other. • To take responsibility for their own actions. • To care for and take pride in the environment of the school. • To sort out difficulties appropriately, seeking adult help if needed.
Staff Rights	Staff Responsibilities
• To be treated with respect by pupils, parents and colleagues. • To be able to teach without unnecessary interruption. • To work in a supportive and understanding environment. • To feel safe.	• To create a safe and stimulating environment in which all children can learn. • To treat pupils with consistency and respect at all times. • To foster good relationships, leading by example. • To involve parents when children are consistently finding it difficult to meet expectations of behaviour. • To work as a team, supporting and encouraging each other.
Parents' Rights	Parents' Responsibilities
• To be sure their children are treated fairly and with respect. • To know their children are safe. • To be able to raise concerns with staff and be told when their child is experiencing difficulties.	• Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy. • Ensure children attend regularly and on time. • Be aware of the strategies of the school and reinforce these at home. • Promote good behaviour, politeness, courtesy and consideration for others. • Inform the school of any concerns that may affect the behaviour of their child.

