Rode and Norton St. Philip School Federation

Relationships for Learning Policy 2026

Reviewed By	Date Approved	Approved by	Revision Date
Kim Slade	November 26	Georgina Muxworthy	November27

Rode and Norton St. Philip School Federation (RNSF) is committed to creating an environment where positive relationships and high expectations of behaviour are at the heart of great learning. **Every** child and adult are expected to maintain the highest standards of conduct, to accept responsibility for their behaviour and encourage others to do the same. Our relationships for learning policy guides staff to actively teach social and emotional competences of self-discipline rather than compliance. It echoes our Christian Vision and our core values of respect, perseverance, hope, forgiveness, friendship and generosity.

The Purpose of our Relationships for Learning Policy is to provide simple guidance and practical procedures for staff and children which: -

- Outlines how children and adults are expected to behave
- Recognises and positively encourage good behaviour
- Promotes self-esteem and self-control
- Teaches appropriate behaviour through positive interventions
- Clarifies roles and responsibilities

Our Principles

Good behaviour is promoted at Rode and Norton St. Philip School Federation through the development of caring relationships, high-quality teaching and procedures which:

- are consistent, fair and set clear expectations
- require children and adults to treat everyone and everything with care and respect,
- teach children and adults to take control of their own behaviour and be responsible for the consequences of it,
- ensure that all members of our community are listened to and encouraged to listen to each other,
- build a community which values kindness, good humour and empathy
- promote positive relationships for all.
- ensure that excellent behaviour is a minimum expectation.

Our Rules set our expectations of behaviour: -

- Be ready
- Be safe
- Care

These rules will be displayed in each classroom, the hall and the playground.

Our consistencies in practice

- Consistent, simple **rules/agreements/expectations**
- Consistent **language** and consistent response: referring to our golden rules, with simple and clear expectations reflected in all conversations about behaviour
- Consistent **follow up**: ensuring 'certainty' of approach at support staff, teacher and SLT level.
- Never passing problems to others, seeking support but never delegating.
- Consistent **positive reinforcement**: routines for reinforcing and celebrating positive behaviour.
- Consistent **consequences**: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent **respect from all adults**. Even in the face of disrespectful children!

- Consistent **models of emotional control**: Emotional restraint that is modelled and not just taught, staff as role models for learning.
- Consistently reinforced **routines** for behaviour around both our sites.
- Consistent **environment**: consistent visual messages displayed for all to see.

Consistency lies in the behaviour of adults and not simply in the application of this policy and procedure. A truly consistent approach comes in the determination of every member of staff to hold firm.

Roles and responsibilities

The Governing Board

The RNSF Full Governing Board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1). The RNSF Full Governing Board will also review this policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this policy in conjunction with the RNSF Full Governing Board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with unacceptable behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

All Staff

- Meet and greet each child every day
- Refer to 'Ready, Safe, Care'
- Model positive behaviours and build relationships
- Use a visible recognition mechanism
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with children.
- Never ignore or walk past children who are behaving badly.

Teachers are not expected to deal with behaviour referrals in isolation. Rather, they are to stand alongside colleagues to support, guide, model, and show a unified consistency to children**.**
Teachers will: -

- Meet and greet children at the beginning of the day
- Be a visible presence to encourage appropriate behaviour
- Support staff in returning children to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff, leaders and children whose effort goes over and beyond expectations
- Plan lessons that engage, challenge and meet the needs of all children
- Encourage the use of the recognition board, positive notes, emails and phone calls
- Regularly share good practice

- Support staff in managing children with more complex or entrenched negative behaviours

Senior Leaders are not expected to deal with behaviour referrals in isolation. Rather, they are to stand alongside colleagues to support, guide, model, and show a unified consistency to children. SLT will

- Take time to meet and greet children at the beginning of the day
- Be a daily visible presence to encourage appropriate behaviour
- Celebrate staff, leaders and children whose effort goes over and beyond expectations
- Regularly share good practice
- Ensure staff training needs are identified and targeted.
- Support teachers in managing children with more complex or entrenched negative behaviours
- Use behaviour data to assess relationships for learning policy and practice
- Regularly review provision for children who fall beyond the range of written policies

Parents will

- Support their child in adhering to the Golden Rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Recognition and reward for effort

We recognise and reward children who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger more public reward. It is not what you give but the way that you give it that counts. The use of praise in developing a positive atmosphere in the classroom cannot be overestimated. It is the key to developing positive relationships, including those children who are hard to reach: -

School level:

- Headteacher stickers
- Smiley stickers and smiley enamel badges
- Over and Above Certificates and reward time with the Head

Classroom level:

- Thumbs up or visual recognition
- Verbal recognition and stickers
- Recognition board

Some children sometimes seem incapable of accepting praise as they have a very low opinion of themselves, because they lack trust or because they think you are just using a technique. Persistence and patience will eventually change this but don't expect a quick reversal.

"When you are stumped by the behaviour, when you don't know what to do next, when nothing works, kindness is always the best response" Paul Dix When Adults Change, Behaviour Change 2018.

Managing Behaviour

Engagement with learning is our primary aim. For most children, a gentle reminder or nudge in the right direction is all that is needed. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see.

Use ☺ on board, never ☹.

Do not pander to attention seekers.

All children must be given 'take-up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Steps	Action
1) Redirection (drive-bys)	Acknowledgement, gentle encouragement, a 'nudge' in the right direction, non-verbal clues, small act of kindness, re-engage.
2) Reminder	A reminder of the expectations **Ready, Safe, Care** delivered privately wherever possible. Describe the behaviour you want to see, not the behaviour that is occurring. Repeat reminders if necessary. Deescalate and decelerate where reasonable and take the initiative to keep things at this stage. The child has a choice to do the right thing, remind of previous good behaviour.
3) Caution	A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining consequences if they continue. Again, describe the behaviour you want to see, not the behaviour that is occurring. *Everyone needs to listen now to show they are **ready to learn**. You need to make a good choice Bernard or…?* The child has a choice to do the right thing, remind of previous good behaviour to prove that they can make good choices.
4) Time out within the learning or play space	Give the child a chance to reflect away from others. Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so.
5) Time out away from the learning/play space	At this point the child will be given time out to another space in school for the remainder of the lesson. **This step must be used sparingly**, and all time out away from class must be recorded on our Internal Referral Log – Wrong Choice Book and Serious Incident Form. At NSP & Rode this time out away from class may be to another classroom, the hall or the office but another member of staff must be present. SLT will monitor the referral log half-termly for patterns in behaviour and to identifying children in need of additional support. **For children with SEND or SEMH always refer to their Behaviour Plan for individualised strategies.**
6) Reparation	A restorative meeting should take place before the next lesson. If the reconciliation is unsuccessful the teacher should call on support from SLT who will support the reparation process.
7) Formal meeting	A meeting with the teacher, child, SLT member & parent with agreed targets that will be monitored over 2 weeks.

Support beyond the classroom

Individual Behaviour Plans

Where a child is not responding to the usual incentives and sanctions outlined above an Individual Behaviour Plan will need to be put in place. It is the responsibility of the SENCO to meet with the relevant staff to look for any underlying issues which may be causing the behaviour. A behaviour plan will be agreed which allows all the adults involved to have a common understanding and achieve a consistent approach towards the child.

- Triggers for behaviours will be examined and modifications to the routine of environment made where possible.
- Any signs that negative behaviour may be about to occur are noted and early intervention strategies that work for the child are put into the plan, for example planned ignoring, distraction or humour.
- The process to follow for when the child's behaviour has escalated are also included, this may need to include physical intervention.
- Once a plan has been agreed parents are met with to explain the plan and systems put in place and to discuss how they can support this at home.

Restrictive Physical Intervention

Once physical intervention has needed to be used with a child, a plan must be put in place should this need to happen again. This information will take the form of a 'Positive Handling Plan' and is included on the child's Behaviour Plan. The Plan will include:

- The specific measures in place to prevent the need for restrictive physical intervention. Restrictive intervention will be a planned last resort.
- The specific procedure to be used if physical intervention is necessary using Team Teach procedures.
- Parent/carers involvement to ensure that they are clear about what specific action the school may take, when and why.

Administration:

- A copy of the Behaviour Plan needs to be shared with all those concerned, including lunchtime staff and LSAs.
- Serious Incident/ Restraint Record to be completed after any incident involving Restrictive Physical Intervention and then logged on CPOMS as a Team teach incident by a member of SLT.
- Parents/carers to be informed when an incident has taken place; parents/carers will be asked to sign the Incident Record to show they have been informed
- Behaviour Plans and Incident Records to be stored centrally for a minimum of seven years after the child has left the school
- Procedures are in place to debrief staff and pupils after each incident

The Law allows for teachers and other people authorised by the Head Teacher to use Restrictive Physical Intervention to prevent a pupil doing or continuing to do any of the following:

- Injuring themselves
- Injuring others

- Causing damage to property
- Committing a criminal offence
- and maintain good order and discipline in the classroom. This may include the use of reasonable force to:
    - remove disruptive children from the classroom where they have refused to follow an instruction to do so
    - prevent a child behaving in a way that disrupts a school event or a school trip or visit
    - prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
    - prevent a child from attacking a member of staff or another pupil, or to stop a fight in the playground
    - restrain a child at risk of harming themselves through physical outbursts.

Physical handling may also be necessary in situations of clear danger or extreme urgency. Certain pupils may become distressed, agitated, or out of control and need calming with Restrictive Physical Intervention. It can only be used when there are good grounds for believing that immediate action is needed and is in the child's best interests and only minimum force will be necessary using sanctioned Team Teach holds.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Restrictive Physical Intervention is where bodily contact using force is used; it is an act of care and control, not a punishment. It refers to any instance where "reasonable force" is used to control or restrain pupils. It is important to ensure that the degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

All teaching and learning support staff are authorised by the Head Teacher to have control of children and must act in accordance with this policy. All staff will receive Team Teach training so that any physical intervention carried out is safe, and every effort will be made to secure the presence of other staff.

Exclusions

Exclusion is an extreme step and will only be taken in cases where the child has been placed on a behaviour plan and it has not been possible to manage their behaviour through the Proactive and Early interventions outlined on the plan or when an exceptionally serious incident takes place. Government guidance states that:

> *Only the Head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion. Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases, the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply. Lunchtime*

exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

'Informal' or 'unofficial' exclusions, such as sending pupils home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

Pupils Conduct Outside the School Gates

a) Any criminal behaviour reported or witnessed outside the school site will be reported to the police.
b) Any non-criminal bad behaviour or bullying which occurs off the school premises and which is witnessed by staff or reported to school will be dealt with when the child is on school premises. This includes any mis-behaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or poor behaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for our Federation or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the Federation

Under these circumstances, the matter should be reported to the headteacher or a member of the senior leadership team, and, if appropriate, a relevant sanction will be imposed and where appropriate reparations made to those affected.

Anti-Bullying in School

a) We aim to create an atmosphere where everyone feels safe and secure in the knowledge that positive steps are taken to tackle problems. Bullying will not be tolerated in any form.

b) Through assemblies, SEAL and circle time, children are actively encouraged to approach members of staff in the knowledge that they will be listened to and their worries or fears will be taken seriously. Parents are notified of our concerns and are actively encouraged to work with the school to prevent or stop bullying. Where a child is being bullied, extra support will be given.

c) Where bullying occurs, a member of the Senior Leadership Team will be involved in clarifying what has happened and will work with the child, and other adults in resolving the situation. If necessary, parents will be required to discuss appropriate resolutions.

d) Parent concerns about bullying are always followed up with children involved and any outcomes are related back to parents. This is all recorded by the class teacher on One Drive.

Confiscation

School staff have legal provision to confiscate items from children and to search for prohibited items without consent.

Prohibited items are:

- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence
  - to cause personal injury to, or damage to the property of, any person (including the pupil)

Additionally, at Rode and Norton St. Philip School Federation the following items should also not be brought to school:

- mobile phones or wearable devices
- electronic music or gaming devices

Staff will retain any confiscated items and where appropriate return them within a reasonable period. However, staff are required to hand weapons and knives, drugs and extreme or child pornography over to the police. Any stolen items are also required to be passed to the police or returned to the owner. All other 'Prohibited' items will be disposed of appropriately; they will not be returned to the child.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- DfE Suspension and Exclusion Guidance
- Use of Reasonable Force Guidance https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.
In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy

Appendix 1

Governors' Statement of Behaviour Principles

Good behaviour should be promoted through the development of a caring ethos and environment, together with high-quality teaching and learning, and procedures which:

- encourage children to treat everyone and everything with respect and kindness,
- encourage children to stop and think before they act, to be accountable for their own behaviour and to understand the impact of their behaviour on others,
- ensure consistency, fairness and clear expectations for all,
- ensure that children are listened to and encouraged to listen to each other,
- encourage a strong partnership between school and home through effective communication with parents and carers and their early involvement whenever needed,
- ensure that all members of our school community show respect towards each other and adhere to the phrase “Do as you would be done by.”

Appendix 2: At a glance Relationships for Learning Policy

How will staff behave:

- We follow our 3 rules and communicate this in everything we do.
- We look after ourselves, each other our school and our community

Our 3 Rules:

- Be ready
- Be safe
- Care

All staff, every day, will:

- Meet & greet all children with a smile
- End and send at breaktime, lunchtime and home time
- Get children to be quiet by….

Senior Leaders will:

- Make time to welcome children at the start of the day
- Celebrate staff & children whose efforts goes above & beyond
- Support staff in managing children with more complex behaviours

'Over & above' behaviour will be recognised by:

- Sending a note, sticker or email home
- Invitation to 'Good Time Friday' with HT
- Recognition board in every classroom (used by all staff)

Support Beyond the Classroom:

- SLT support with restorative meetings
- Safe place for some children to go at playtime/lunchtime
- ELSA, Behaviour plans, EHAs
- Peer supporters
- PFSAs/FSP/ FLP Behaviour & Vulnerability team

Appendix 3: Practical steps for all staff in managing and modifying behaviour

1) **Redirection (drive-bys)** Acknowledgement, gentle encouragement, a 'nudge' in the right direction, non-verbal clues, small act of kindness, re-engage.
2) **The reminder**: A reminder of the expectations **Ready, Safe, Care** delivered privately wherever possible. Describe the behaviour you want to see, not the behaviour that is occurring. Repeat reminders if necessary. Deescalate and decelerate where reasonable and take the initiative to keep things at this stage. The child has a choice to do the right thing, remind of previous good behaviour.
3) **The caution**: A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining consequences if they continue. Again, describe the behaviour you want to see, not the behaviour that is occurring. *Everyone needs to listen now to show they are **ready to learn**. You need to make a good choice Bernard or…?* The child has a choice to do the right thing, remind of previous good behaviour to prove that they can make good choices.

   Script for 30 second intervention: -

   a) *Gentle approach, personal, non-threatening, side on, eye level or lower.*
   b) *Describe the behaviour you want to see, and which rule has been broken*
   c) *Tell the child the consequences of their action if they continue. Clarify choices. Refer to previous good behaviour/learning as a model for the desired behaviour.*
   d) *Walk away from the child, allow him/her time to decide what to do next. If there are comments as you walk away write them down and follow up later. If you react in the moment, they are controlling your behaviour.*

   N.B., We resist endless discussions around behaviour and spend our energy returning the child to their learning.

4) The time-out

   a. The child is asked to speak to the staff member away from others
   b. Boundaries are reset
   c. The child is asked to reflect on their next step. Again, they are reminded of their previous positive behaviour
   d. The child is given a final opportunity to reengage with the learning/follow instructions

Childs should only stand outside classrooms if they need to cool down and/or to diffuse a situation. In general, 3 minutes should be enough.

If the step above is unsuccessful, or if a child refuses to take a time out then the child will be asked to leave the room. If appropriate another member of staff will escort the child to a workspace outside the classroom.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger

5) **Restore:** reparation meeting is held to repair damage to trust between staff and children and both should be encouraged to answer the questions.
   a. What's happened? For younger children use comic strip, Lego models or role play to sequence events.
   b. Who else has been affected?
   c. What should we do to make things better?

d. How can we do things differently next time?
e. Reaffirm commitment to building a trusting relationship

Staff will take responsibility for leading reparation meetings. SLT will support when requested. The restorative meeting must not be a prelude to an apology. If it is there is a tension and expectation for the child to give certain answers to the questions. Everyone should be free to speak. A forced apology doesn't teach humility or forgiveness, it simply underlines obedience.

Children may have their behaviour monitored by teachers to show progress towards agreed targets. At RNSF we make sure that this is done discreetly. We do not advertise poor behaviour to other children or give fame to those who choose not to meet our high standards of behaviour.

6) **Partnership stage:** the partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress. The child will be allocated a mentor/key worker who will:
   a. **Support the Reparation meeting between staff & child**
   b. **Develop an appropriate action plan with the child and parent**
   c. **Monitor & review and mentor using the action plan**
   d. **Discuss the consequences for the child if not meeting the required action and the positive outcomes for everyone if conduct improves**
   e. **If a child does not achieve**

A Serious Breach is an incident that may lead to a fixed term exclusion.

All children must be given 'take up time' in between steps. It is not possible to leap steps or accelerate steps for repeated low-level disruption.

Appendix 4: Behaviour and Learning Management Flow Chart

All children must be given “take-up time” in between steps. It is not possible to leap steps or accelerate steps for repeated low-level disruption

