

Blackboys C.E. School
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Blackboys
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East Sussex
TN22 5LL



Framfield C.E. School
The Street
Framfield
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East Sussex
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ADOPTED OCTOBER 2024

REVIEW OCTOBER 2025

Relationships and Behaviour Policy: Blackboys Church of England Primary School

Our Vision is

**Be the Best You Can Be;
Living 'life in all its fullness' (John 10:10)**

In our Church of England Federation, we take strength in collaboration, yet celebrate uniqueness. As schools, we may be small but together we encourage children to be the best they can be so they are ready to make their mark on the world. We welcome the child yet embrace the whole family. We celebrate our rural environment yet aspire to look beyond our boundaries. We strive for knowledge and gratefully accept opportunities that come our way to enable us to live life in all its fullness. We all take a pride in our Federation as we follow in Jesus' example.

Perseverance, Fellowship, Courage, Respect, Understanding, Thankfulness

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Introduction

Good relationships and behaviour are essential to effective learning. In order to continue to raise standards and ensure that all pupils have an equal opportunity to fulfill their potential, pupils are taught in a secure, orderly, organised and appropriate environment. The ethos of Blackboys CE School is based on Christian principles, which embrace mutual trust, respect, encouragement, praise, care and consideration for others. There is a positive learning environment, which promotes overall development intellectually, socially, physically, morally and spiritually. In order for pupils to make rapid progress in their learning, behaviour for learning is expected to be of the highest standard in all lessons.

“So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.” Matthew 7:12

We believe that as we live out this teaching of Jesus in our school it will enable our pupils to “Be the best they can be” and “Live life in all its fullness (John 10:10)”

Aims

We aim to:

- Respect one another, property and the environment.
“Worthy are you, our Lord and God, to receive glory and honour and power, for you created all things, and by your will they existed and were created.” Revelation 4:11
- Foster good relationships in an atmosphere of harmony and co-operation.
“A new command I give you: Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another.” John 13:34-35
- Recognise individual needs and personal value. As a School we have legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with Special Educational Needs.
“As it is, there are many parts, yet one body.” 1 Corinthians 12:20
- Provide a consistent approach and fairness.
“Again I saw that under the sun the race is not to the swift, nor the battle to the strong, nor bread to the wise, nor riches to the intelligent, nor favour to those with knowledge, but time and chance happen to them all.” Ecclesiastes 9:11
- Create a positive climate where there is greater emphasis on praise for appropriate behaviour than on sanctions; although pupils are encouraged to take responsibility for their actions and to realise there are consequences when poor choices are made.
“We proclaim how great you are and tell of the wonderful things you have done.” Psalm 75:1
- Encourage high standards through enthusiasm, encouragement, high expectations and raising self-esteem.

"I can do all things in Him who strengthens me." Philippians 4:13

- Prevent bullying and child on child abuse. (See also Anti-Bullying Policy)
"So be strong and courageous! Do not be afraid and do not panic before them. For the Lord, your God will personally go ahead of you. He will neither fail you nor abandon you." Deuteronomy 31:6

Recognition of Achievement, Building Relationships and Positive Behaviour for Learning

In our school we use the Blackboys Learning Code to make our expectations clear.

Blackboys' Learning Code

In our school.....

Be the best you can be.

Let others be the best they can be.

Show respect and kindness.

Be a positive influence.



Blackboys Church of England Primary School
A proud member of the St Thomas a Becket Church of England Federation

All pupils belong to a House to learn to work as a team and are awarded house points for good work and standards. House Points and good work are celebrated at the end of each week in a "Gold Book" Assembly. In addition, individual achievement is also recognised through different award schemes, including:

- Verbal praise
- Headteacher Awards
- Public praise through Newsletter and the School's Twitter feed.
- Stickers and Stamps
- Reward boards
- Termly Cup Awards and Certificates

There are class systems in place to positively encourage pupils' behaviour. Each Key Stage 1 child will be able to move up a "Rainbow Chart" or Key Stage 2 child move up a "Learning Code Chart" to reward and encourage the keeping of the Blackboys Learning Code.

The House Point System

- House Points are to be awarded to pupils for good work and good learning. They can be written into books after children's work (eg 2hps) or given verbally in class.
- Displayed within easy reach of the classteacher's own learning space is to be an A3 laminated class list. The class list is to be arranged in house groups. After each child's name will be 35 squares, allowing pupils to earn up to 35 house points a week. If a child earns a house point, you put a tick in the next box next to their name using a whiteboard marker. This visual chart will allow everyone to see how well children are getting on with their house points (and thus their learning). It can be wiped clean and re-used. Class 1 will formulate a more visual recording chart, to aid our youngest children's understanding.
- A minimum of 1 and a maximum of 5 house points can be awarded at any one time. Staff are to use their discretion in how impressive the learning was for that individual child. If children have been awarded house points in their school books, they should register these with the class teacher and have them added to the chart at a convenient, pre-arranged time. They should then put a tick through the awarded house points to show they have been redeemed.
- Prior to a Friday Gold Book Assembly, House Captains will visit each class and take a tally of how many house points have been awarded in each class, thus giving a whole school total for each coloured house. When house captains announce the totals during Gold Book assembly, they will say their house total and also congratulate the class that scored the most points for their house. The house with the highest total will have a small shield to place on their large coloured shield on the house point display board.
- During Gold Book assembly, classteachers will announce their 3 usual nominations, but also read out the name of their highest house point scorer for that week and how many house points they scored. The highest house point scorer from the entire school will receive the Learning Coder of the Week badge. The 5 children who scored the highest number of house points from the 5 classes will sit on the Gold Table (tablecloth, squash to drink, decorations, sweet, cushions) for lunch. They will go in for lunch at 12:00.
- At the end of each small term, the house with the most mini shields on the house point display in the hall will win the right to wear own clothes on the first day of the next term, ie Term 1 winning house will be able to wear own clothes on the first day of term 2. Parents will receive a notification email about this and it will be announced on the school's Twitter feed. For term 6, the winning house will be announced prior to the end of term and the own clothes day will take place before term formally ends.

- As this system relies on Gold Book Assembly to make announcements, the house point scheme will run weekly from Friday 10:45am round to the following Friday at 10:15am.
- Classteachers or TAs may wish to have their own recording system to keep a record of house points earned by members of their class. This may help the awarding of cups at the end of term's 2, 4 and 6. It may also be useful to record if children aren't scoring house points, so support can be offered to help their learning experiences.
- This system will be reviewed annually.

Rainbow Chart System

For Key Stage 1 pupils, there is a Rainbow Chart system. Each pupil begins the day on the sunshine and in the event of good behaviour promoting learning they will be then moved up to the rainbow. If the good behaviour continues the child will be moved up to the treasure chest and they will receive a small prize at the end of the day. In the unfortunate case of misbehaviour the pupil will be moved to the rain cloud which acts as a warning. If their behaviour does not improve they will be moved down to the lightning cloud which results in loss of playtime. The child will be moved back to the sunshine once playtime has been missed. Blackboys CE School believe very strongly in positive reinforcement and if children improve their behaviour during their time on the rain cloud, they will be moved back up to the sun. Each day is a fresh start and each child will always begin back on the sun.

Learning Code Chart

A similar system runs for Key Stage 2 pupils, using a theme chosen by the class. Again, the focus is on positive relationships and behaviour.

Should the Class Teacher wish to reward the class as a whole, a system of class points or marbles may be used to encourage our Christian Value of Fellowship. This will be a sustained project over a period of time and result in a larger reward for the whole class, as we remember we have legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with Special Educational Needs.

Classroom Management

As well as the Blackboys Learning Code, at the beginning of each educational year classroom expectations are negotiated in each class. This is part of our Personal, Social, Health Education work. These rules are clearly displayed in all the classes. Classroom routines and work presentation expectations have been established to further support good behaviour for learning:

- Classrooms are kept tidy and uncluttered and resources are clearly labelled

- Class routines are well established
- Children know what to do when they finish a piece of work or an activity
- Resources are accessible to pupils
- A visual timetable is displayed daily
- Pupils know the expected signal to be quiet and listen
- Work is presented as per the class expectations

Whole Approach to Behaviour Management

At Blackboys CE School we do our best to deal with pupils in a positive way and try to be fair and consistent in our approach to dealing with individual incidents. All members of staff in the school have a responsibility towards supporting the Relationship and Behaviour Policy by using positive reinforcement to promote good behavior for learning. This includes Teaching Assistants, Lunchtime Assistants, Governors and Parents/Carers. All staff will have positive interactions with children all around the school.

Sanctions

Although emphasis is placed on motivating each child into self-discipline, positivity and independence, pupils are reminded that they are in control of their behaviour and of making associated decisions. This choice naturally has consequences which each pupil needs to be aware of. In the event of a serious incident e.g. in which someone gets injured or in the case of physical aggression to another pupil, members of staff must report the incident to their Headteacher and a First Aider. Details will be logged on My Concern. Depending on the seriousness of the incident a more detailed report may be required. For accusations of bullying or child on child abuse, these must be reported to the Headteacher and be logged on My Concern. Then the St Thomas a Becket Federation's Anti-Bullying Policy (which is available on our school's website or via the school office) will be followed.

Playtime and Lunchtime Sanctions

- Quiet verbal warning which outlines what has gone wrong and how it could be put right.
- Time out -up to 5 minutes outside the Headteacher's Office.
- Pupil referred to the Classteacher.
- Pupil's name given to the Headteacher to be recorded on My Concern and the pupil will miss a playtime.
- Any incident of physical aggression will result in a period of absence from the playground for reflection.
- In the event of continued unacceptable behaviour or repeated bouts of physical aggression over a period of time, parents/carers will be informed and if necessary a pupil will be excluded internally* at lunchtimes.

Repeated Misbehaviour over a Period of Time in a Classroom, Playtime or Lunchtime Setting

- Parents/carers will be informed and a Behaviour Report Record sent home on a daily basis.
- An Internal Exclusion* from classroom may be considered.
- An Internal Exclusion* from the playground may be considered.
- Should behaviour continue to be a problem, support will be requested from the Team Around the School or Setting (TASS) and any other appropriate external agency.
- Pupils' responsibilities may be removed. Pupils' participation in extra-curricular activities, including Forest School, may be removed.

Leaving School Premises

If a pupil leaves the school's premises without authorisation the police will be informed. Parents/carers will be contacted.

Extreme Behaviour

- A pupil will be sent to the Headteacher.
- Contact with parents/carers will be made.
- Pupil will be internally excluded* and warned of the consequences of any further extreme behaviour.
- Parents/carers will be informed of all actions taken.
- After 3 episodes of physical aggression towards fellow pupils or any form of physical aggression towards a member of staff or repeated internal exclusions* (X 3), an exclusion from the school will be considered. This will be a 1 day suspension in the first instance and increase in time should following incidents occur.

What is an Internal Exclusion?

* By Internal Exclusion, we mean that children will spend time away from their class and peer group, usually in the Headteacher's office, where they will carry out the work expected of their class.

- This is an opportunity for pupils to reflect on the consequences to themselves and others of their behaviour.
- A pupil will complete work set within their school by themselves.
- The pupil will be supervised.
- The pupil will not join pupils for breaks or lunchtime, but will have the opportunity to get fresh air and exercise under supervision at another time.
- An internal exclusion will be the first step in dealing with any behaviour considered extreme, including that of consistent refusal to co-operate.

Vulnerable Pupils and those with Special Educational Needs

There may at times be pupils who exhibit behaviour which is consistently challenging as a result of a number of issues. As an inclusive school, we are robust in supporting all pupils whatever their circumstances, and strategies over and above those cited in

this document will be developed to do so; these may include behaviour support plan, referral to support agencies and personalisation of the curriculum.

Other than in the most exceptional circumstances, the school will avoid permanently excluding pupils with an EHCP of special educational need. LEA and other professional advice will be sought should any such situations arise.

Please refer to the St Thomas a Becket Federation's Exclusions Policy.

In keeping with the Christian Distinctiveness of Blackboys Church of England Primary School, we encourage children who have found it difficult to keep positive relationships and behaviour to apologise to those they have caused upset, and for those who have been wronged to accept these apologies without reservation and to forgive, just as Jesus teaches in the bible.

"Be kind to one another, tenderhearted, forgiving one another, as God in Christ forgave you." Ephesians 4:32

Banned List

Although no formal banned list for Blackboys School exists, we would not expect children to bring in items that would cause harm or anxiety to fellow pupils. Should there be a suggestion that such items have been brought to school, this would be investigated by the Headteacher. We do not expect children to bring mobile phones or devices to school, but if this is absolutely necessary, they would be handed into the school office for safe keeping and returned at the end of the day (to parents/carers where possible).

Review

This policy will be reviewed as it is deemed appropriate, but no less frequently than annually. The policy review will be undertaken by the Headteacher and relevant governor.