

# BEHAVIOUR & RELATIONSHIPS POLICY

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## Our Christian Vision

"Together, we grow with love, joy and responsibility, so that we are prepared to make a positive difference to our own lives, our community, and the world around us."





## Section 1:

# Introduction

At our school, behaviour is part of learning. We deliberately teach, model and practise the habits and routines that help every child to thrive.

Every child has the right to an exceptional education and to feel safe, known, valued and included. Our approach to behaviour is proactive and relational, combining high expectations with strong relationships, consistent adult responses and appropriate support.

It is rooted in our Christian values of Love, Joy and Responsibility. We believe children can develop the habits and behaviours they need to succeed when expectations are clear and they are supported through modelling, routines and relationships. We are committed to creating calm, purposeful classrooms where every child can belong, participate and learn well.

This policy explains how we create that culture — and how we respond with clarity, consistency and care when children need support.

## Section 2:

# Guiding Principles

**Our approach to behaviour is rooted in our Christian values and guided by principles that help us create calm, consistent and relational learning environments.**

### **1. Behaviour is a curriculum.**

Behaviour is a combination of skills, habits, values and knowledge that can be taught. We explicitly teach, model, practise and reinforce the behaviours that help children learn and thrive.

### **2. Strong relationships grow through clarity and consistency.**

Trust develops when children experience adults as warm, predictable and consistent. Clear expectations, shared routines and reliable adult responses create the security in which strong relationships can flourish.

### **3. Culture is built through what we teach and practise.**

The culture of our school and classrooms is deliberately shaped by all adults. We notice the small things, model what we expect and practise routines until they become familiar and secure.

### **4. Behaviour is a form of communication.**

Behaviour can tell us something about what a child is experiencing or needs. We respond with curiosity, compassion and clear boundaries, seeking to understand while helping children regulate, repair and reconnect.

### **5. Make it easier for children to succeed.**

Some children need more support than others to meet shared expectations. We remove unnecessary barriers, teach the skills children need and provide appropriate adaptations and support, while maintaining clear and consistent expectations.

### **6. Every child has the right to belong and learn.**

Every child has the right to feel safe, included and able to learn. We create calm, purposeful classrooms while recognising that different children may need different support to participate successfully.

### **7. Consistency helps habits grow.**

Children develop secure habits through modelling, practice and repetition. Consistent routines and adult responses reduce uncertainty and help children know what to expect.

### **8. Different children may need different approaches.**

No single strategy will work for every child. Effective adults draw on a range of relational, instructional and supportive approaches, responding to individual need while maintaining shared expectations.

### **9. Everyone needs to feel known and valued.**

A strong sense of belonging is fundamental to children's wellbeing and learning. Children need to know that they are seen, valued and cared for, and that trusted adults will help them succeed.



### Section 3:

# Our Values & Our Rules

Our school rules are the visible expression of our values. They are simple, clear and shared by everyone, helping to create the conditions in which Love, Joy and Responsibility can flourish.



**“Love never fails.”**

**– 1 Corinthians 13:8**

Love is the foundation that supports all we do. From love, everything else flows—guiding us to be kind, to serve, and to stand up for what’s right. Just like a tree’s roots strengthen and support its branches, love strengthens the connections we share, encouraging us to bloom, flourish, and spread kindness. The parable of the Good Samaritan teaches us that real love means helping others freely, even when it’s difficult, and expecting nothing in return.

**Our  
Values**



**“The joy of the Lord is  
your strength.”**

**– Nehemiah 8:10**

We believe in joyful learning—finding delight in discovery, wonder in the world, and strength in our hope. Joy is more than happiness—it’s a way of seeing the world with positivity and optimism, even when things are difficult. It helps us persevere and keep growing. Joy is found in working hard and knowing you’ve done your best. It’s also in laughter, friendship, and the feeling of being part of something bigger than yourself. We are ready to learn, ready to grow, and ready to celebrate life together.



**Responsibility**

**“Whatever you do,  
work at it with all your  
heart.”**

**– Colossians 3:23**

Responsibility means doing the right thing—even when no one is watching. It’s about making wise choices that keep ourselves and others safe, and recognising that our actions shape our future and the world around us. We take care of what we’ve been given—our learning, our environment, our planet—and we look after one another. Responsibility helps us grow in purpose and reach beyond ourselves, like strong branches stretching outward. We take pride in our efforts and strive for excellence in everything we do.

# Our School Rules

Be Kind, Be Safe and Be Ready to Learn are our three simple, shared rules. They bring our values of Love, Joy and Responsibility to life in the way we learn, behave and treat one another.

## Be Kind

We treat everyone with kindness and respect, helping others feel valued and that they belong.

## Be Safe

We make thoughtful choices and take responsibility for helping to keep ourselves, others and our environment safe.

## Be Ready to Learn

We come prepared, listen carefully, have a can-do attitude and always give our best.

Be Kind 

 Be safe

Be ready to learn 



## Section 4:

# Habits, routines & scripts

Rules tell us what matters. Routines show us how to put those expectations into practice every day. Through clear, predictable routines, children develop habits that help them feel secure, know what to expect and be ready to learn.

Routines are the building blocks of culture. Through modelling, rehearsal and repetition, expectations become familiar and increasingly automatic, reducing uncertainty and helping children focus their attention on learning.

# Routines

**Routines are the building blocks of classroom culture.**

Routines are the practical application of our principles. They are predictable, repeatable habits that help create a calm and purposeful school environment. Rules tell us what matters; routines show us how to put those expectations into practice every day.

Predictable routines reduce uncertainty and help children know what to expect. Through modelling, rehearsal and repetition, routines become familiar and increasingly automatic, allowing children to focus more of their attention on learning.

## **Our routines:**

- are taught and modelled explicitly
- use clear visual, verbal and non-verbal cues
- are rehearsed, reinforced and refined over time
- are applied consistently across classrooms and shared spaces

## **Rehearsing Routines: Our Approach**

We use the WalkThru model for rehearsing routines to ensure consistency and clarity:

- **Design the routine** Be precise about what pupils will do, say and notice. Script the routine for clarity.
- **Walk through the routine** Narrate and demonstrate each step clearly.
- **Teach the signals** Ensure cues (e.g. Signal-Pause-Insist) are understood and practised.
- **Make the routine routine** Practise regularly until it becomes automatic.
- **Refresh or reboot** Re-teach and reset routines when standards slip.

## **Examples of Core Routines**

- Entering and exiting the classroom
- Lining up after lunch
- Transitioning between activities
- Responding to signals (Signal-Pause-Insist)
- Getting out and putting away equipment
- Using 'Show-me Boards'

# Scripts

**Scripts support consistency and confidence in how adults respond to behaviour.**

They help us maintain clarity, calm authority and alignment with our school rules.

Preparing scripts in advance reduces cognitive load in the moment and helps adults respond calmly and consistently without having to improvise under pressure. Instead, we rely on clear, predictable language that supports children to understand expectations and respond successfully.

## **Scripts:**

- Reinforce our rules and values — sometimes explicitly, sometimes implicitly
- Keep expectations clear
- Protect relationships by keeping tone calm and measured
- Reduce the emotional load for adults

Scripts may be short and direct, or slightly longer when framing learning or restoring relationships. All are used deliberately and with professional judgement.

## **Reminder, Redirection & Correction Scripts**

### **1. Reminding of Expectations**

Brief prompts linked to school rules:

- “Aada, remember our rule: be kind.”
- “Everyone, ready to learn — eyes on, listening.”
- “Michael, walking in the corridor, thank you. Let’s see that again.”

### **2. Redirecting Gently**

Low-attention cues to reset behaviour:

- “Petra, show me you’re ready.”
- “Maya, try that again; kinder words, thank you.”
- “Ravi, walking feet, thank you.”

### **3. Calm Corrections**

Naming behaviour and inviting reset:

- “Harry, that’s calling out. Our rule is be ready to learn. Let’s try again, thank you.”
- “Hassan, that isn’t safe. Pick it up, thank you. Let’s reset.”
- “Omar, you’re not showing you’re ready yet. I’ll give you a moment.”
- “Evie, that comment wasn’t kind. Let’s fix it, thank you.”



## Section 5:

# Rewards & Recognition

**At Rownhams, we believe children are most powerfully motivated when positive behaviour, learning and character are noticed, named and valued.**

The most meaningful recognition is often simple, immediate and relational. High-quality, specific praise helps children understand what they have done well and strengthens their sense of competence, belonging and self-worth. Our praise is linked to our values of Love, Joy and Responsibility and to the learning behaviours we want to develop.

Recognition at Rownhams is designed to be:

- fair and consistent
- focused on learning, effort and values
- sincere and specific
- largely symbolic rather than material
- supportive of intrinsic motivation

Material rewards are used sparingly within agreed whole-school systems. Individual classes and teachers do not routinely give physical prizes or consumables as rewards.

# Everyday Recognition: **Praise and Feedback**

**In practice, this means that recognition at Rownhams is most often simple, immediate, and relational.**

## **Specific Verbal Praise**

The most important form of recognition at Rownhams is high-quality, sincere and specific praise. Praise helps children understand what they are doing well and why it matters for learning, behaviour and character.

Effective praise is clear and focused on effort, improvement and learning behaviours, rather than personal traits. It is given deliberately and sincerely, not routinely or as part of a quota.

Where appropriate, praise is linked to our values of Love, Joy and Responsibility and to positive learning behaviours. This helps children connect their actions to shared expectations and reinforces a positive classroom culture.

Praise should build confidence and motivation without placing a child's character in question. It recognises what pupils do, the choices they make and the effort they apply, rather than labelling who they are.

## **Scripts to support recognition (examples)**

- “Thomas, the effort you’ve put into making your diagram accurate really shows.”
- “Ayaan, you corrected that mistake and kept going — that’s effective learning.”
- “Amelia, you started straight away and stayed focused. That helped you complete this well.”
- “Sofia, you had a go at answering even though you weren’t sure. That shows real confidence.”
- “Leo, you’ve completed much more than before, and the quality has stayed strong.”

### **A note on... Stickers**

Stickers may be used as a simple, age-appropriate symbol that something positive has been noticed, particularly with younger children. They support feedback rather than replace it.

# Everyday Recognition: Classroom Focus

## Learning Behaviour Goals

Each class sets a short-term Learning Behaviour Goal — a specific, observable behaviour or routine that the class is working to strengthen (for example, beginning work promptly, listening attentively, responding to a signal or showing answers quickly).

### Learning Behaviour Goals are:

- specific and teachable
- time-limited, typically 2–6 weeks
- reviewed and adapted once habits are secure

Classes may use a simple collective marker, such as a jar, chart or counter, to show shared progress towards the goal.

When the agreed goal is reached, the class may receive a simple, time-limited shared reward. The aim is to recognise success and build collective responsibility, not to manage behaviour moment by moment.

## Examples of Learning Behaviour Focuses

- Show answers on Show Me Boards quickly and quietly on the signal
- Be ready and silent during Signal–Pause–Insist ("Team Stop")
- Eyes on the speaker and show attentive listening
- Be ready to listen and respond to a question
- Line up silently and sensibly after break and lunch
- Walk calmly and silently to collective worship

## Examples of class rewards

Class rewards should be simple, time-limited, and easy to repeat. Examples may include:

- Extra time using outdoor play equipment
- A short class game or challenge
- Reading with cushions or in a different space
- Music during independent work
- Choice of story or class read-aloud
- A collaborative art or building activity

# Responsibility, Contribution & Service

As children grow, recognition increasingly takes the form of responsibility, contribution and service — using their gifts and character to help others and make a positive difference.

## Classroom Recognition and Privileges

Classroom recognition and privileges are used to acknowledge positive behaviour, effort, values and contribution within a class. These are simple, time-limited and non-material, and are distinct from Learning Behaviour Goals.

Examples may include temporary classroom responsibilities, shared class experiences or short-term privileges such as Class Star of the Week.

### Classroom recognition:

- is used at teacher discretion within agreed whole-school boundaries
- does not involve physical prizes or consumables
- is not competitive or publicly ranked

These privileges recognise trust, contribution and positive conduct rather than acting as rewards to be earned or collected.

## Wider Responsibilities, Service and Leadership

As children grow, they are given opportunities to take on wider responsibilities that contribute to the life of the school. These roles recognise growing trust, reliability and responsibility, while also encouraging children to use their gifts in service of others.

Examples include school prefects, sports ambassadors, librarians and Young Governors.

These roles are positions of trust rather than rewards and are offered to children who are ready to take on responsibility and act as positive role models.

Through these opportunities, children are encouraged to ask: **How can I serve others?**  
**How can I make a positive difference?**

# Whole-school Recognition

**Whole-school recognition celebrates pupils who live our values, strive for excellence and make a positive difference. Recognition may be shared with families, celebrated collectively or recognised through our wider Award Framework.**

## Weekly Celebration Certificates

Recognise pupils who have demonstrated positive learning behaviours or school values during the week. These are shared during Collective Worship as part of our culture of encouragement and celebration.

## Positive Messages Home

Celebrate effort, kindness, improvement, contribution or excellence noticed by any member of staff, helping families join in celebrating children's successes.

## Headteacher's Award

Recognises exceptional effort, progress or quality of work. Its value lies in the conversation and celebration rather than the sticker itself.

## Other whole-school recognition

We also use a small number of agreed whole-school systems, including the Reading Raffle and Times Tables Badges, to recognise sustained effort and achievement.

## Our Award Framework

Our awards recognise pupils who consistently demonstrate our values, strive for excellence and make a positive difference. They are organised around our school promise:

**Together, we will make a difference.  
Me. My Community. Our World.**

### Values Awards

Love, Joy and Responsibility Awards recognise pupils who consistently live out our school values.

### Excellence Awards

Recognise sustained commitment, curiosity, improvement and high-quality learning within a subject.

### My Community Award

Recognises service, leadership and positive contribution within the school, church or local community.

### Our World Award

Recognises courageous advocacy and positive action to improve the world around us.

### Rownhams Promise Award

Our highest award, recognising pupils who consistently embody our vision and values, serve others and make a meaningful difference.

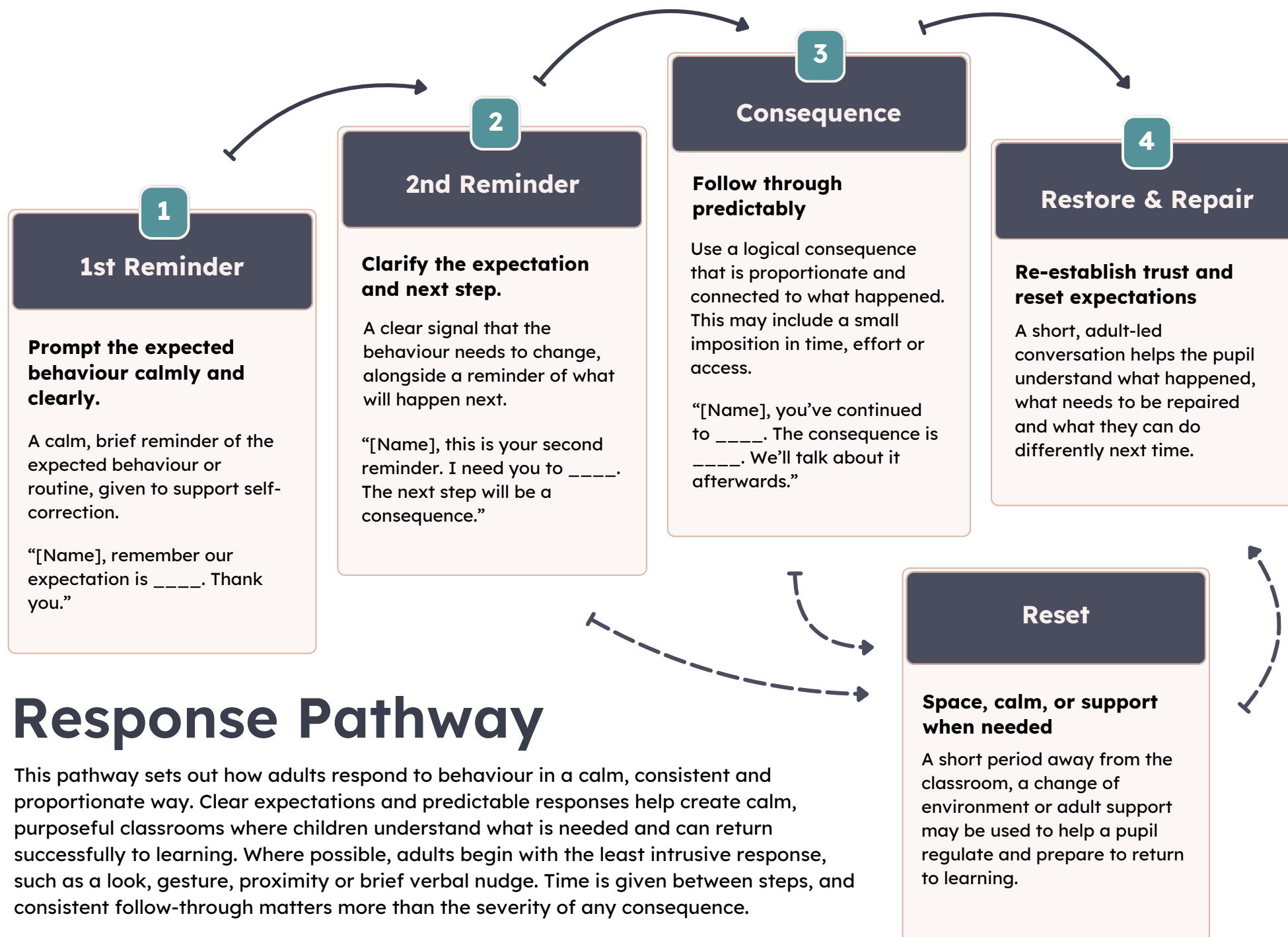
## Section 6:

# Reset, Restore & Repair

We prioritise recognition, positive reinforcement and the explicit teaching of expectations. When children need support to meet those expectations, adults respond calmly, consistently and proportionately, with clear boundaries that help keep everyone safe and able to learn.

Our response is not simply about correcting behaviour, but helping children understand what has happened, regulate, reconnect and move forward. We recognise that behaviour can communicate need, and we respond with curiosity, care and a focus on repair.





# Response Pathway

This pathway sets out how adults respond to behaviour in a calm, consistent and proportionate way. Clear expectations and predictable responses help create calm, purposeful classrooms where children understand what is needed and can return successfully to learning. Where possible, adults begin with the least intrusive response, such as a look, gesture, proximity or brief verbal nudge. Time is given between steps, and consistent follow-through matters more than the severity of any consequence.

# Consequences

**Consequences should be calm, proportionate, positively framed and followed through consistently. Wherever possible, they should be logically connected to what has happened.**

A logical consequence is a response that is directly related to the behaviour and helps the child understand, practise, restore or repair what is needed before moving forward.

Where appropriate, consequences should be:

- **Related** — connected to what happened
- **Reasonable** — proportionate and achievable
- **Respectful** — preserving dignity and relationships
- **Certain** — followed through consistently

Where a natural consequence already follows from a child's choice, this may be sufficient. At other times, a logical consequence may include a small **imposition** — a brief inconvenience in time, effort or access that provides clear follow-through.

## Examples in practice

For many situations, a brief one- to two-minute restorative conversation is sufficient. This may use a small amount of the child's own time, for example at the start of break or lunchtime, or during play if the incident happens then.

### **Talking or distracting others**

A brief conversation and, if needed, a move to a different seat or quieter space.

### **Incomplete learning**

Agree what needs to be completed and use a short part of break or another suitable time to finish it.

### **Unsafe movement**

Return and practise moving through the space safely.

### **Misuse of equipment or resources**

Pause access until expectations have been revisited and safe use can be demonstrated.

### **Mess or damage**

Help tidy, restore or repair what has been affected, for example at the end of the lesson or during a short part of break.

For significant behaviours of concern, the same principles of calm, proportionate and logical follow-through apply. Some children will have an individual plan setting out additional support or agreed responses. Where a child is dysregulated, regulation and safety come first; reflection, consequence and repair take place when the child is ready to engage.

# Reset

**Reset is a short, structured period of support used when a pupil needs space, calm, co-regulation or a change of environment in order to return successfully to learning. It may be used proactively, when an adult notices early signs of dysregulation, or in response to behaviour of concern.**

## The purpose of Reset

Reset is designed to:

- support regulation and readiness to learn
- provide calm, predictable adult support
- reduce escalation and unnecessary confrontation
- return the pupil to learning as soon as they are ready

## Principles of Reset

- **No blame** — the adult supporting Reset focuses on what the pupil needs now, rather than re-investigating the incident.
- **Return to learning** — Reset should normally be brief, with the pupil returning within the lesson or by the next lesson where possible. Longer periods are exceptional.
- **Teacher responsibility remains** — the class teacher follows up where needed and reconnects with the pupil.
- **Further consequences are not automatic** — an additional logical consequence may sometimes be appropriate, but Reset is not an escalator of sanctions.

## What Reset May Look Like

Reset is not one-size-fits-all. The support, location and duration will depend on the child and the situation.

Where a pupil is directed away from the classroom following behaviour of concern, the time away may itself form part of the consequence. This is different from a pupil choosing or being prompted to use Reset proactively for regulation.

It may include:

- a self-regulating space in or near the classroom
- a brief period with a trusted adult
- talk, support and co-regulation
- body-based regulation activities
- quiet work in another classroom or supervised space
- use of agreed regulation resources or a Ready-to-Learn box

The adult supporting Reset uses calm, simple language and co-regulation to help the pupil become ready to re-engage. They do not need to decide the consequence or lead the restorative conversation.

## Supporting pupils who often need to Reset

Where a pupil needs Reset frequently, staff should seek support from the Inclusion Leader or appropriate staff to identify patterns, agree strategies and consider whether a Regulation Plan or personalised support plan is needed.

# Restore & Repair

## Re-establish trust and reaffirm expectations so learning can resume

Restore & Repair is a short, adult-led conversation that helps a pupil understand what happened, recognise the impact, revisit expectations and move forward positively.

### Important guidance

- Keep the conversation brief and focused
- Keep language calm, curious and non-judgemental
- An apology is welcome if genuine, but should not be demanded or rushed
- The aim is understanding, responsibility and a successful return to learning

### Adult closing (always include)

End the conversation with a clear, reassuring message:

“The slate is clean now.  
Your behaviour matters. **You matter.**  
I want you back in class and doing well.  
I believe in you.”

This signals closure, restores trust and resets expectations so learning can continue positively.

## The Restorative Five

Choose 2–3 questions as appropriate. Not all questions will be needed every time

### 1. What happened?

Clarify the behaviour calmly and factually, without judgement.

### 2. What was the impact – who or what was affected?

Help the pupil recognise how their behaviour affected learning, safety, relationships or others.

### 3. What should have happened instead?

Reinforce the expected behaviour or routine.

### 4. How can we fix this or make things better?

Support the pupil to take responsibility and think about putting things right (this does not require an immediate apology).

### 5. What will you do differently next time?

Focus on future behaviour and successful choices.

With younger pupils, adapt language as appropriate and use one or two questions only.

For some pupils, this conversation needs to wait until they are calm and regulated. Restore & Repair is unlikely to be effective during heightened dysregulation. Regulation may take minutes, hours or longer, depending on the child and situation.

## Section 7:

# SUSPENSION & EXCLUSION

**In rare cases, more formal measures may be necessary where behaviour seriously compromises safety, wellbeing or the ability of others to learn.**

Suspension or permanent exclusion is a significant decision and will only be considered in line with statutory guidance and the school's responsibilities.

These measures are used carefully and proportionately, with the aim of maintaining a calm, safe and supportive environment for the whole school community. Permanent exclusion is considered only as a last resort where the statutory threshold is met.



# Suspension

**A suspension is when a pupil is temporarily removed from school for a fixed period. It is a serious, formal response to behaviour and will only be used where the Headteacher considers it appropriate, having regard to the individual circumstances and statutory guidance.**

## **When suspension may be considered**

A pupil may be suspended where behaviour has a serious impact on learning, safety or wellbeing, or where remaining in school would significantly disrupt learning or compromise safety. Behaviour outside school may also be considered where it directly affects the school community.

## **Decision-making responsibilities**

Only the Headteacher (or Acting Headteacher) may authorise a suspension. Decisions are made in line with statutory guidance, taking account of individual circumstances, SEND, disability, reasonable adjustments and the pupil's views where appropriate.

A pupil may receive one or more suspensions, up to a maximum of 45 school days in a single school year. A suspension cannot be extended or converted into a permanent exclusion. In exceptional circumstances, where further evidence comes to light, a further suspension or permanent exclusion may be issued to begin immediately after the first suspension ends.

## **Education during suspension**

During the first five school days, learning will be set and marked and SEND duties remain in force. Online platforms or resources (for example, Google Classroom or Oak National Academy) may be used where appropriate. Any time a pupil is sent home for disciplinary reasons is recorded as a suspension.

A suspension may apply to part of the school day (for example, lunchtime). Statutory notification requirements apply, and lunchtime suspensions count as half a school day.

## **Reintegration**

Following a suspension, the school will support a successful return to learning. This will normally include a reintegration conversation with the pupil and, where appropriate, their family, to reconnect, reset expectations and agree any support needed.

**Suspension is a temporary measure, used to protect learning and support a successful return to school.**

# Permanent Exclusion

**A permanent exclusion is when a pupil is no longer allowed to attend the school, unless reinstated. It is an exceptional measure and always a last resort.**

## **When permanent exclusion may be considered**

A decision to permanently exclude a pupil will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, including staff or pupils.

## **Decision-making responsibilities**

Only the Headteacher (or Acting Headteacher) may authorise a permanent exclusion. Decisions are made in line with statutory guidance, taking account of the individual circumstances, SEND, disability, reasonable adjustments and the pupil's views where appropriate.

Parents/carers, the governing board and the local authority will be informed without delay. The governing board will review the decision in line with statutory procedures. Where the governing board does not reinstate the pupil, parents/carers may request an Independent Review Panel.

## **Education and safeguarding**

During the first five school days following a permanent exclusion, the school will set and mark suitable work where the pupil is not yet attending alternative provision. SEND and safeguarding duties continue, and appropriate referrals to support services may be made.

From the sixth school day, the local authority is responsible for arranging suitable full-time education.

**Permanent exclusion is a last resort, used only where the statutory threshold is met and where remaining in school would seriously harm the education or welfare of the pupil or others.**

END OF POLICY

