



St Julian's Church School

Our Behaviour (Relationships) Procedure

Reviewed: September 2026

Next Review due: September 2027

Rationale

Our approach to behaviour management is based upon the principles of the Thrive approach. The Thrive approach supports and encourages the development of confident, curious, creative and capable children and young people, who are open to learning and better equipped to deal with life's ups and downs. This policy is one that builds upon promoting and enabling children's self-regulation and resilience in order for them to be able to increase their own capacity for 'internally regulating' their own behaviours based upon the emotions they experience. This requires all adults in school to make time to get to know the children as individuals, teach empathy, and be clear and consistent in our expectations and boundaries. In the Thrive approach we use a developmental model to help us understand how we develop socially and emotionally from birth through to adulthood. This model gives us a framework for understanding what healthy child development looks like in terms of behaviour and learning, and clarifies what the role of adults should be in facilitating a child's development at each of the different stages. In addition, the model gives us a lens through which to look at and interpret children's behaviour, enabling us to identify the particular developmental needs being signalled by their behaviour and to choose appropriate, targeted interventions designed to meet those needs if appropriate.

At St Julian's Church School we have a commitment to continually deepen our understanding of how social and emotional learning develops and how this can be supported in school. We recognise that behaviours can be learnt and be held within our cognitive awareness, but also that they can be unconscious, patterned, defensive or discharge responses. Therefore at St Julian's Church School we are very aware that unless pupils feel safe, feel special and have their needs met, they will be unable to access learning. Our Behaviour ('Relationships') Policy reflects the deeper, important social and emotional learning that each child needs to develop, both personally and within our community.

As described in the Thrive approach, we use restorative approaches to help pupils understand the impact of their actions and how to put it right. By doing this, we give pupils the skills to independently make better and more informed choices in the future. Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong, they will be asked to put things right and change their behaviour so it does not happen again.

Although the emphasis of this policy will be based on this, we reserve the right to ensure there is a consequence for serious or persistent misbehaviour where appropriate. This is because we also believe that it is our responsibility as educators to teach children that in society there is a consequence for serious misbehaviour. The Thrive approach states that children need 'clear, consistent boundaries' (this is referred to as containment) and we therefore ensure that an individual's need and learning does not adversely impact on another's.

The Thrive approach centres heavily on the need for positive relationships and on the impact and importance of the role of the adult, and adult's interactions. For this reason, this policy will also be known as our 'Relationships' Policy.

Policy Aims

Everyone at St Julian's Church School has the right to be able to work and play together in a supportive and happy community. We want all our children to develop and learn to the best of their ability. We believe that children learn best when their basic needs (physiological requirements and feeling safe) and their psychological needs (their sense of belonging and accomplishment) are met before we address their cognitive needs. This includes learning about their behaviour and emotions.

- We want children to be able to understand, regulate and manage emotions, to apply thinking between feeling (sensation and emotion) and action, and to increasingly show empathy and understanding towards others.
- We aim to enable pupils to foster a willingness to take risks, experience and overcome challenges, and be successful in their learning.
- We want children to become enthusiastic, independent and self-aware learners – socially, emotionally and academically.
- Pupils will be encouraged to build tolerance, make good choices and take responsibility for their actions.
- Children will gain a sense of pride and build self-awareness through planned and incidental social and emotional learning and positive experiences as part of the ethos of our school.

Reflecting our Core Christian Values

Everything we do in school is informed by the Christian values that permeate all aspects of our school life. As a Church of England School, we identify Christian values that underpin the whole of our community. These values inform our school's vision, aims and ethos, the design of our curriculum, all policies, planning and the school's management and governance. We believe that a clear, shared understanding of the school's values is a prerequisite for the effectiveness of this Behaviour (Relationships) Policy and that disagreement and conflict should be dealt with based on Christian principles of forgiveness, reconciliation and restorative justice.

Our Core Values are:

- **Creativity** - a rich, varied and challenging curriculum where learning is an adventure.
Yet you, Lord, are our Father. We are the clay, You are the potter; we are all the work of Your hand. Isaiah 64:8
- **Respect** - celebrating difference, talents and creativity; knowing our rights and responsibilities to ourselves and others.
Don't do anything from selfish ambition or from a cheap desire to boast, but be humble towards one another. Philippians 2:3
- **Aspiration** - achieving our potential, following our dreams, thinking creatively.
I can do all things through him who strengthens me. Philippians 4:13

- **Joy** - being curious, having fun, being remarkable, enjoying exciting surprises.
May the God of hope fill you with all joy. Romans 15:13
- **Kindness** - to ourselves and each other, promoting God's love.
Be kind and compassionate to one another. Ephesians 4:32
- **Resilience** - understanding that mistakes are a first attempt in learning; keep on trying!
...let us run with perseverance the race marked out for us. Hebrews 12:1

Staff Responsibilities to Develop Positive Relationships

The success of our Behaviour (Relationships) Policy lies in the positive relationships staff form with children.

At St Julian's Church School, staff will ensure:

- They are good role models for children.
- Their personal emotions do not impact their behaviour and that they always respond in a 'calm' manner.
- They place importance on getting to know every pupil in their class and making every pupil feel special.
- Children feel recognised for their positive behaviours.
- Our behaviour expectations and core values are adhered to and applied consistently.
- They use positive language to reinforce behaviour expectations.
- The Vital Relational Functions (VRFs) and P.A.C.E. (playfulness, acceptance, curiosity, empathy) are regularly and consistently used with pupils.
- Misbehaviour is dealt with in a consistent manner and in private where possible.
- A high quality, differentiated education involves all pupils that builds on success and ensures progression.
- Social, emotional and academic learning is recognised and planned for.
- Thrive profiles are used to enable a strategic response to individual, group and class development.
- To encourage children to recognise sensations, and therefore emotions, to manage their feelings by separating them from actions and allowing opportunities for thinking to take place between the two.
- They support children to see themselves, their relationships and the world positively.
- They actively support parental involvement in school and remind parents that they have a valuable role to play.
- To understand that fixed term internal and external exclusions may be part of a positive relationship approach once all other avenues have been explored.
- That expectations around behaviour, rewards and consequences are understood and reviewed regularly.

Positive Recognition

At St Julian's Church School we will always look to recognise and reward positive behaviour against our behaviour expectations. This not only reinforces the behaviours but it also helps to build pride and self-esteem in our children.

This can be through, but is not limited to:

- **Positive Praise** - this can be in the form of verbal recognition or a comment written on a piece of work. This is our easiest and most effective tool in maintaining a positive ethos, encouraging good behaviour and building secure relationships. Staff are encouraged to comment on good behaviour in relation to our Core Values in order for children to understand what the value looks like in practice. We also encourage staff to ensure that praise is specific and personal so the pupil knows staff have paid full attention to them and that they know exactly what they have done well. Through the use of the Thrive Approach, we regularly use the language of 'noticing' i.e. "I noticed how calmly you walked through the door just then."
- **Visit Another Member of Staff** - a pupil may be asked to celebrate their achievements with another member of staff.

- **Celebration with Class** - a teacher may choose to praise and positively recognise a child in front of a group or class of children (always taking into consideration whether this is a suitable form of praise for the individual child).
- **Stickers** - a reward sticker (or stamp) may be given for particularly good work and/or behaviour by a class, group or individual child. The Head Teacher may also award a 'Head Teacher's Award' sticker for good behaviour or work. The sticker is always given in conjunction with positive praise (either recorded in the child's book or verbally).
- **House Points** - these are given out readily in conjunction with praise for effort and achievement and recorded on Class Dojo. All children belong to a House (vertical grouping across the whole school) to earn House Points. House Captains collect the number of House Points earned each week and at the end of term the house with the highest number of house points earns a house treat (usually an additional playtime).
- **Celebration Assemblies** - pupils from each class receive an individualised certificate at a special end of week assembly recognising children for using and applying a Core Value (value leaf), achieving academically (achievement certificate) and going above and beyond with their learning, attitude and/or effort (star of the week certificate).
- **Public Display of Work** - where children work hard and produce a piece of work that is to the best of their ability, teachers may choose to display this work within their classroom as a form of positive recognition.
- **Positive Feedback to Parents** - this could be communicated verbally at the end of the day, a written note home, a message on Class Dojo or a phone call home.

Inclusion and SEND

St Julian's Church School actively seeks to include all pupils and to remove barriers to learning. It is recognised that children who present challenging behaviour need to be included too and every effort is made to provide support (e.g. through small targets, individual behaviour reward systems, academic and emotional support, bubble time, social skills programmes and our nurture provision) to enable them to develop strategies to manage their behaviour and be more able to participate in the curriculum provision. However, we recognise too that disruptive behaviour affects the learning of all children.

In some circumstances, where the school has identified a child to have additional needs, our approach to managing behaviour may need to be adapted and personalised for the child. This will be with the full support of the adults in school, and where necessary, on advice from external professionals working with the school, who have detailed working knowledge of the child.

'Pupil Inclusion Plans' are written for pupils by the SENCO with significant behaviour needs. They are specifically tailored to meet the needs of the individual pupil and are reviewed regularly. The purpose of these plans is to increase the pupil's self-control skills and enable their social integration into school. A Pupil Inclusion Plan is maintained to record and monitor challenging behaviour. Often reward charts or positive behaviour trackers are used to track, motivate and record good behaviour. The behaviour of the pupils is the shared responsibility of parents/carers and teachers. Parents/carers are informed of any Pupil Inclusion Plan written for their child and their support is actively sought through frequent consultations. These may be informal or more formal multi-agency meetings. If continued poor behaviour places the pupil at risk of exclusion a Pastoral Support Plan may be deemed more appropriate to meet the pupil's needs.

Positive Touch

All staff at St Julian's Church School receive in-house Thrive training. We also have a qualified Thrive Practitioner (Miss Mills) which all staff can seek professional guidance from. The Thrive approach adopts the use of 'Positive Touch'. This refers to physical and safe touch as a developmentally appropriate intervention that will aid healthy emotional growth and learning. Research within the Thrive approach shows clearly that healthy pro-social brain development requires access to safe touch as one of the means of calming, soothing and containing distress for a frightened, sad or angry child. It is essential for all children to learn the difference between safe and unsafe touch and to experience having their strongest emotions contained, validated, accepted and soothed by a significant adult. If children are behaving in unacceptable, threatening, dangerous, aggressive or out of control ways, they have not yet learned how their strongest emotional reactions can be contained, channelled and communicated safely. In recognition of this and under specific conditions, staff will consider using safe touch as one of the means available to them, for example to calm a distressed child or encourage an anxious child.

Misbehaviour

Within the Thrive Approach, recent research in Neuro-Science, Child Development and Attachment Theories tell us that all behaviour is a form of communication. Misbehaviour can be driven by hidden factors and may be a sign of wider dysregulation. It is our responsibility to work towards understanding these unique factors within every child. Our natural default seems to be an investment in addressing the visible behaviours, when if we addressed the cause, we would indefinitely see a greater impact, potentially avoiding misbehaviour all together. Staff at St Julian's Church School are therefore encouraged to make reasonable adjustments to meet individual underlying emotional needs.

Disruptive behaviour, behaviour which infringes the rights of others' and behaviour that does not represent our Core Values, will not be ignored, but will be dealt with using a kind, but firm stance using the Thrive approach. Staff will invest time with individual pupils, remaining calm, whilst using the VRFs to attune to their feelings and validate the emotions they are experiencing. They will then support the pupil to feel safe and be able to self-regulate. Once pupils are in an emotionally stable place to do so, staff will then work with pupils to problem solve and if needs be make amends.

Pupils will know what the consequences of misbehaving will be as these are consistently shared by all staff. The age of the child will be taken into account when considering the expected behaviours and consequences of actions and in some scenarios there will need to be an element of professional judgement made by the teacher. Allowances should be made for those pupils with specific needs or certain conditions and it will be appropriate for some pupils to have their own Behaviour Support Plan with their own rewards and consequences. Whole classes and groups of pupils should not suffer the consequences of other pupils' inappropriate choices. Behaviour management strategies used by staff will therefore target the individuals responsible.

Vital Relational Functions (VRFs)

When managing all levels of misbehaviour and dysregulation, staff will use the VRFs to support and guide children with independently managing their emotions and well-being. (See Appendix 1 for more information on how to use these effectively to support dysregulation and address misbehaviour.)

- **Attune** - Be alert to how the child is feeling: demonstrate attuning to their emotional state showing you can catch how they feel through facial expression, body language, gesture, noises: ah, oo, oh, mm, eek etc. Demonstrate that you understand the intensity, pitch, pace, volume, expansiveness or spatial

experience of the child's emotional state.

- **Validate** - Be alert to the child's experience: validate their perspective/experience/feeling. This needs to happen before you move to help them regulate it. This is the beginning of being able to think about feelings. Avoid reassuring, persuading otherwise, contradicting.
- **Containment** - Be alert to how they are feeling: demonstrate containment. Show that you catch and understand the pitch/intensity/quality of their feeling or mood and that you can bear it. Make their deep distress, raging anger or sorrow a survivable experience. Catch it, match it and digest it by thinking about it and offering it back, named, in small digestible pieces. This will make bearable the strongest emotional state. This shared experience builds trust for the child: in you, in adults and in the world.
- **Regulate** - Be alert to how they are feeling: demonstrate emotional regulation by soothing and calming their distress. Catch the emotion, match it and help the child to regulate the feeling up or down. They need to experience being calmed before they can do it for themselves. You will be communicating the capacity to regulate emotional states by modelling how to do it.

Sanctions and Support for Incidents of Unwanted Behaviour

There are different types of unwanted behaviour and it is important that we consider the sanctions available to us to ensure that a sanction is suited to the behaviour and the individual. All sanctions, reminders and corrections will be shame-avoidant. The following table is to be used as a guide only and gives a feel for the types of sanction used by school staff. It is important to remember that every child is an individual, therefore an individual approach will be taken and adaptations will be made to meet the needs of the child. It is also important that sanctions should be short term and are to be used to help children make better behaviour choices. Wherever possible, we believe that each day should be a new opportunity so sanctions are rarely carried over to another day.

	Types of behaviour/incidents	Actions to be taken	How this is recorded
Level 1	● Wasting time (own or others) ● Being dishonest ● Hurting someone's feelings ● Interrupting ● Disrespecting property ● Disrespectful language ● Low level unwanted physical interaction (eg pushing) ● Wandering around class without good reason ● Online misuse ● Non completion of homework/refusing lessons	A verbal reminder of expectations given and clear explanation of consequence if behaviour continues. Children will be listened to and given the opportunity to explain. Suitable consequences would include: a cooling off space, moving tables, moving rooms, offer of support to help regulate the child (this could include fidget toys, visuals and adult support), time made up during breaks, apology made, parents informed.	Much of this is verbal feedback to the children. Class teachers may choose to record the incident on ARBOR.
Level 2	● Damaging property ● Physical harm to a pupil or adult (incidental) ● Not following instructions ● Bad language/swearing (among/towards peers) including digitally	Pay attention to the children involved and the situation, attune and validate their feelings, contain and regulate - explaining what will happen next. Conflict resolution strategies used to problem	Much of this is verbal feedback to the children. Always: the child's parents/carers will be

	● Intimidating/inappropriate behaviour ● Bullying ● Stealing ● Leaving a class without permission ● Provoking others (with intent) ● Persistent rudeness ● Spoiling another child's work (with intent) ● Online incident ● Repeated L1 behaviour	solve, find a solution and make amends. Adults will try to catch the child doing the right thing and praise will be given. Suitable consequences include: SLT involved, time out (reflection time), time lost, letter of apology, loss of responsibility for a set amount of time, school based community service, loss of privileges for a set amount of time.	informed and the teacher will record the incident on ARBOR which will inform SLT (if they have not been informed before).
Level 3 & 4	● Racist ● Homophobic ● Harmful sexualised behaviour ● Protected characteristics violation ● Serious assault pupil or adult ● Intimidating behaviour including physical threats ● Physical aggression (targeted) ● Serious vandalism ● Radicalisation ● Possession of weapon or dangerous object ● Theft ● Verbally threatening behaviour intended to undermine authority ● Possession of banned substances ● Defiance ● Swearing at a member of staff ● Absconding from school premises ● Targeted and persistent bullying ● Repeated L2 behaviour	<i>Child is always sent to SLT</i> SLT: Pay attention to the children involved and the situation, attune and validate their feelings, contain and regulate - explaining what will happen next. Conflict resolution strategies used to problem solve, find a solution and make amends. Suitable consequences would include: suspension, internal isolation, restorative meeting, positive behaviour plan set up and/or reviewed, managed move, Police involvement, Social care involvement and permanent exclusion.	Always: the child's parents/carers will be informed and the staff involved will record the incident on ARBOR.

Restorative Conversations/Reflections

To address the emotions and feelings behind a misbehaviour and teach empathy and responsibility a Restorative Conversation or Reflection is vital. This can occur both formally and informally depending on the nature of the misbehaviour. Also, depending on the situation and the child's age/developmental stage, this reflection may be completed with an adult or independently. Within the Thrive approach this conversation or reflection is part of Captain Thinking or 'lending your thinking brain'.

Restorative conversations or reflections will address the following:

1. What were you thinking or feeling at the time?
2. What happened?
3. Who was affected?
4. How did this make people feel?
5. How have you felt since?

6. What could you do to put things right?
7. How can we do things differently in the future?

Serious Incidents

Staff must recognise that young people can abuse other young people. This is generally referred to as peer-on-peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; abuse in intimate personal relationships between peers; causing someone to engage in sexual activity without consent; consensual and non-consensual sharing of nudes and semi nudes images and or videos; upskirting and initiating/hazard type violence and rituals (Keeping Children Safe in Education, 2024).

There is no place in our school community for these behaviours. These incidents are always reported to a member of the SLT who deals with the incident, with advice and guidance from other advisers and partners where necessary. The duty to keep all children safe and to have the best interests of the child/children involved at the heart of any decision making will be central to any actions taken. The school may choose to apply the most appropriate sanction, up to and including permanent exclusion.

If any child puts themselves or others at immediate risk, staff will send/escort the child to the Senior Leadership Team (SLT). If the child refuses, a member of SLT will be sent for and the remaining children taken to another location.

Home/Parent Link

The behaviour of pupils is seen as the shared responsibility of parents/carers and teachers. Parents/carers will be made aware of the schools' expectations through the sharing of this Behaviour (Relationships) Policy, the school website and our Behaviour Expectations and Core Values which are displayed around the school environment. Rewards, achievements and serious/persistent misbehaviour incidents will be shared with parents/carers on Class Dojo or through a phone call home.

Appendix 1

What to do when dealing with misbehaviour/dysregulation:

Ensure you follow the Consequence System alongside this guide as boundaries must remain firm and clear. Ensure you explain why the behaviour is undesirable and what consequence may occur if the behaviour is not corrected. *This is simply a guide and may not suit all situations.*

1. Pay Attention

Stop what you're doing and focus-in on the child, showing them full attention so that they know that you care. Look at what you know so you have all the information on the situation and explain your viewpoint in regards to the Consequence System if necessary. You can empathise with the feelings of the child even if the behaviour is disagreeable.

2. Attune

The member of staff gets down to the child's level & 'catches and matches' their feeling. It is important to mirror the behaviour to show you understand how they feel. Speaking calmly and slowly, using positive touch if necessary e.g. hold their hand or put a hand on their shoulder. Try and keep eye contact.

3. Validate - the feelings, not the behaviour

Let the child speak, using the phrase 'I wonder' to try and encourage the pupil to explore the incident for themselves. For example, 'I wonder if you are upset because they did not let you join in.' Use adult speak to repeat what they've said to you to make it clear. Validate their feelings. Let them know that it's ok to feel like that and that everybody feels like that sometimes.

4. Contain & Regulate

Depending on the child, ensure the child is contained e.g. letting them know what is going to happen and when, moving them to a 'safe space' (area of containment) inside or outside the classroom, or giving them some form of sensory stimulation e.g. fidget toy, calming music, a book etc. Support the child to regulate their emotions so they are within their window of tolerance.

5. Problem Solving/Lending the Thinking Brain

Don't give children the solution but support them in finding it. Again, use the language of 'I wonder' to explore incidents as this won't put pressure on a pupil who is already dysregulated or is not ready to share their experiences. For example, 'I'm wondering if this might have happened because...'. If they offer a solution, take it. It is then agreed. If another pupil was involved, try and build in how that person might have been feeling, or how they were affected. Again, this could be through the language of 'I wonder'. For example, 'I'm wondering how that might have made xxxx feel?'

A restorative conversation or problem solving may need to take place at a later point, depending on the level of dysregulation in the child. Regulation is the immediate priority, problem solving can come later.

6. Making Amends

Once the child has solved the problem, talk to them about making amends. This could be tidying up if they have made a mess or damaged something, writing an apology letter, making a card, or simply giving someone a hug.

7. Notice afterwards... Once the child is completely regulated again and returned to learning or playing, begin to give specific praise again using the language of 'I notice'. For example, 'I noticed that you were very kind to xxxx because you shared the ball with them.'