



# Thriving and Flourishing Relationships (Behaviour) Policy

## Flourishing in F.A.I.T.H (Family, All included, Thriving and Healthy) every day

At The John Wesley Church of England & Methodist Primary School, we believe children should lead safe, healthy, happy lives that result in them learning well and developing thriving and flourishing relationships with peers and staff. Therefore, as a school, we feel it is important to promote a caring and supportive environment that enables all members of our school community, to feel secure and respected, encouraging positive behaviours in ourselves and others.

### Adults in our school ...

- Show unconditional care & compassion
- Are calm and regulated themselves
- Are consistent
- Model and build positive relationships with everyone
- Take time to welcome children at the start of every session to give a fresh start

### Keeps...

- ★ Keep safe
- ★ Keep kind
- ★ Keep learning and be ready
- ★ Keep respectful
- ★ Keep giving

### Our Values...

- Koinonia
- Love
- Compassion
- Wisdom
- Forgiveness
- Service

### We will ...

Praise in Public & Remind in Private

**Micro Script we might use...** I've noticed that... Remember I need you to... Can you remember when...? I expect to...

### Atomic Habits...

- ★ Consistent Language
- ★ Enabling Environments
- ★ Visual Timetable
- ★ Stimulating Learning
- ★ Brain Breaks
- ★ Restorative Time
- ★ Regulation Space

### ZONES OF REGULATION...

We teach the children it is ok to be in any zone – it is what you do about it that matters!

**Green Zone - Good to Go:**

We might be calm, focussed, happy or content

**Yellow Zone - Caution**

We might be nervous, excited, wobbly, frustrated or worried.

**Blue Zone - Running Slow**

We might be sad, tired, unhappy, withdrawn or moody.

**Red Zone - Stop!**

We might be angry, scared, mad, yelling, sweaty and out of control.

### Stepped approach...

#### 1. **Reminder:**

- *This is a reminder that we need to keep safe, kind, respectful as well as keep learning and be ready*  
*You now have the chance to make a better choice.*

#### 2. **Redirection:**

- Distraction or second reminder

#### 3. **Calming time:**

- In classroom > In another class > With a member of SLT

#### 4. **Follow up, repair and restore:**

Restorative conversations with adults/peers.

*\*We do not describe the child's behaviour to other adults in front of the child\**

### Recognition...

- ★ Verbal Praise
- ★ HT/DHT Award Stickers
- ★ House points and Certificates
- ★ Messages sent home (email/postcard)
- ★ Jars of Joy
- ★ Friday Celebration Worship

### Emotion Coaching - How co-regulation works...

- **Step 1:** Recognising, empathising, soothing to calm ('I understand how you feel, you're not alone')
- **Step 2:** Validating the feelings and labelling ('This is what is happening, this is what you're feeling'); Set limits on the behaviour if needed.
- **Step 3:** Problem-solving with the child/young person ('We can sort this out')

### We rebuild and repair...

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. Who has been affected?
4. What should we do to put things right?
5. What have you felt since?
6. How can we do things differently?
7. What do you need now?