



Behaviour and Relationships Policy

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We believe that by promoting excellent behaviour we will create a happy, caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour. We recognise that most children learn by example, but that some children need explicit teaching about what is appropriate and what is not appropriate. In our school we believe in providing positive role models and in having high expectations.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and excellent behaviour is the norm. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment. We believe in the value of relationships and in the importance of supporting children and adults to make amends if things go wrong.

We work closely with the School Council to represent their views and opinions in the belief that children should be encouraged to participate in creating school procedures.

We, as a school community, have a commitment to promoting equality.

Aims

- To create an ethos that makes everyone in the school community feel valued and respected.
- To ensure our core values underpin all that we do.
- To promote excellent behaviour by forging sound working relationships with everyone involved with the school.
- To ensure that learners understand that they are responsible for their behaviour and also for the consequences of their behaviour.
- To prevent all forms of bullying among pupils by expecting excellent behaviour and respect for others.
- To make consistent positive reinforcement easy with clear procedures for reinforcing, encouraging and celebrating excellent behaviour
- To define the agreed consequences at both classroom level and for more serious behaviours.

It is our belief that behaviour is learnt and therefore can be changed. We teach children how to behave well, how to develop positive relationships and how to be considerate and self-disciplined individuals.

We expect children to:

- Learn well and to the best of their ability

- Talk to others in a polite and courteous way
- Show respect for others and their personal space
- Accept responsibility for their own behaviour
- Support the learning of others by behaving well
- Look after the environment and property
- Be honest
- Be understanding of and respect each other's culture and behaviour and differences
- Listen effectively to other people

How do we promote excellent behaviour?

Our approach is based on our understanding that positive actions are more effective than negative ones.

We follow the Five Pillars of Practice:

- Consistent, calm adult behaviour
- First attention to the best conduct
- Relentless routines
- Scripting difficult interventions
- Importance of repair - follow up with a restorative type conversation

Three Expectations

We have three expectations that are at the heart of our approach to behaviour. We reinforce and promote these expectations throughout the school: in our classrooms, assemblies, lunch hall, play grounds and corridors.

Be Ready

Be Kind

Be Safe

We teach the children across the school what it means to be Ready, Kind and Safe. All of our behaviour expectations refer back to these three expectations.

Adult Behaviours that we have agreed:

- Meet and greet each pupil at the classroom door
- Refer to 'Ready, Kind and Safe' when talking to children about behaviour
- Be fair and consistent
- Give first attention to the best conduct
- Model positive behaviours and actively build relationships
- Listen to pupils
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use the class recognition board consistently
- Use positive praise throughout the lesson
- Be calm and give 'take up time' when going through the stepped boundaries. Remember prevent before sanction and consistency not severity
- Follow up every time, ensure you discuss with pupils and listen to what they have to say
- Never ignore or walk past pupils who are behaving badly

Routines that we have agreed:

- **Courtesy and good manners.** Pupils are recognised for showing good manners through their words, actions and body language and for showing courtesy consistently to all peers and adults in school
- **Focussing quickly when asked.** Adults will use a range of techniques to gain attention of a group of learners, appropriate to the lesson or environment. These are explained to the pupils then positively reinforced.
- **Calm, orderly transitions.** High expectations are set by adults and then relentlessly reinforced. 'This is the way we do it here' – 'legendary lining up', 'wonderful walking', holding doors. Pupils are expected to manage transitions independently during less structured times of the day.
- **High quality environment that is organised and tidy throughout the school.** All staff and children have a responsibility to ensure the environment is the best it can be. Useful or beautiful is the school mantra. Displays should reflect our core values and expectations and have positive images of our learners.
- **Wear school uniform with pride.** Pupils are encouraged to show their sense of belonging to the school community by wearing the correct school uniform and PE kit.

First Attention to the best conduct.

Regular praise and encouragement is part of the school ethos.

All staff are committed to recognising and promoting behaviour that goes 'above and beyond'. Our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward. We notice excellent behaviour, comment on it and, where appropriate, share it with others.

'Well done, Year 3 – you are all lining up so quietly and sensibly'

- Weekly Achievement Assemblies in KS1 and KS2;
- Praise;
- Stickers and certificates;
- Star of the Week;
- Showing learning around the school;
- Sharing with parents in verbal and written form;
- Team Points
- Name on recognition board
- Additional individual class reward systems.

Through our curriculum children are involved in stories, assemblies, planned activities, learning opportunities and games which teach them about good and appropriate ways of behaving.

Raising Self Esteem.

Children whose behaviour distracts them or others from their learning are often unhappy, may feel insecure and have low self-esteem. We aim to raise the self-esteem of each child by:

- Knowing and using their preferred names
- Knowing their family connections and something of their life outside school
- Avoiding stereotypes and stereotyping
- Having high expectations of each child
- Making time to talk to individuals
- Ensuring that mistakes are dealt with and then forgotten
- Being seen to deal evenly and fairly with all children
- Noticing and responding to a child in difficulty

- Listening carefully to both sides of a story where there is confusion or disagreement before making a decision
- Apologising when we make mistakes
- Planning group and class activities designed to promote self esteem

Talking it through – Language and Micro Scripts

- We talk with children either individually, in a group or as a whole class about behaviour expectations. Each class has a weekly circle time session which can be used to remind children about behaviour expectations and discuss different types of behaviour which may be causing difficulty for an individual child or a group of children. Teachers may also use this time to teach children specific strategies for problem solving and managing conflict. It is important to stay calm when dealing with challenging behaviour. We use scripted, consistent conversations when talking to children, which give a clear message and remind them that they are responsible for their behaviour.

Language and Microscripts for Intervening with Behaviour

- Show me what ready/kind/safe behaviour looks like in the classroom/playground
- Thank you for showing me that you are ready
- I understand...(that you are angry/upset)
- I noticed you are..(having trouble getting started, wandering around the classroom
- I need you to ...(come with me so that we can talk and resolve this properly)
- Maybe you are right....(maybe I need to speak to them too)
- I know you will make the right decision
- The choice is ...or...The consequence will be..... I'll give you some thinking time
- How can you show me that you are ready/kind/safe
- Do you remember last week when you ...(arrived on time every day)
- Whenever you are ready to talk, I am here

It is important to try to give children what they need, rather than what they 'deserve'. Children are usually trying to communicate something by their behaviour. Most children need people not punishment. They need to feel safe and they need to know that all adults will deal with things in a consistent, predictable and fair way. Children need boundaries to feel safe. If a sanction is necessary we focus on the primary behaviour

and try to ignore subsequent behaviours until later. Once the child is calm, secondary behaviours will be addressed.

5 Steps to consequence and a restorative, not punitive ending

- 1. Reminder :** A reminder of the expectations; Kind, Ready, Safe. Legendary Lining up and Wonderful Walking (delivered privately wherever possible). The adult makes them aware of their behaviour and the learner has a choice to do the right thing. Repeat reminders if reasonable adjustments are necessary. The aim should be to keep things at this stage.
- 2. Caution:** A clear verbal caution delivered privately to the learner ensuring they understand the behaviour that is required and the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous conduct to show that they are able to make good choices.
- 3. Last chance :** The pupil is asked to speak to the adult away from others; they are given a final opportunity to engage. Offer a positive choice and refer to previous examples of good behaviour. Use the scripted intervention and attach ' Stay behind for two minutes after class' to this step. This is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.
- 4. Consequence :** This might be a short time outside of the class, in another class, at a reflection table or at the side of the playground. It is an opportunity for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
- 5. Repair:** This might be a quick chat at break time or a more formal restorative conversation, using the type of questions below:

Can you tell me what happened? What were you thinking at the time? Can you explain how you were feeling? What are you thinking/ feeling now?

Who has been affected or harmed by what happened? How?

What needs to happen to make it right and repair the harm?

If the same thing happened again, what could be done differently?

Consequence

Once pupils reach the consequence stage, this is recorded on Safeguard in order for the incidents to be tracked and monitored. Staff should use their knowledge of the pupil, taking into account their age and level of understanding, when deciding if, when and how to use consequences. Adults should consider how best they can encourage a

pupil to achieve his or her best and allow others to do the same. They should consider if consequences have been used previously and what impact they had.

Yellow Stage Interventions

If poor behaviour persists and the agreements made in the restorative conversations have not been adhered to, a more formal agreement will be drawn up, using paper forms. This must also be logged on Safeguard. Pupils will have their behaviour discreetly monitored by adults to show progress towards the agreed expectations. Parents will be informed via a meeting/ phone call or in writing. This is managed by the class teachers, alongside lunch time supervisors when needed, with the support of SLT.

Red Stage Interventions

Actions that fall below our expectations of behaviour and have caused serious hurt/harm to others or caused purposeful damage, will result in a red stage intervention. A consequence will be issued then a reparation meeting held, resulting in a formal restorative contract. This is managed by SLT, alongside class teachers, the lunch time supervisors and After School/ Breakfast Club Lead when needed .

Consequences

- A fixed term working in another class or a SLT office (morning/afternoon/day/week
- A fixed time off the playground
- Loss of privileges, such as peer mediator/sports leader/ school council roles
- Lunchtime exclusion, where the pupil is sent home from school for the duration of lunchtime for a fixed period
- Withdrawal from an educational visit or an organised school event
- A fixed term move to another school within CSAT

Behaviours that would lead to a red stage intervention:

- Comments directed to another person, spoken with intent and understanding, that are racist, homophobic, sexist or discriminatory against a faith/ culture/ language/ country of origin/ disability
- Threatening language or actions
- Swearing or rude gestures directed at a person
- Shouting or being verbally aggressive to another pupil or adult
- Repeated or more serious incident of stealing
- Repeated or more serious damage to school or another person's property
- Purposefully causing more serious physical harm to another pupil or adult

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- Bullying behaviours – repeated, intentional harmful words or actions directed at one person or a group; encouraging others to join in with such actions
- Actions that could cause danger to self or others; and refusing to comply with adult instructions

A key aspect of our policy is helping the children to understand how they can support each other with their behaviour. Children support each other in a number of ways:

- Modelling appropriate behaviour
- Showing disapproval of poor behaviour;
- Children mentoring one another;
- Children as playground leaders;
- class council;
- school council;
- circle time.

Team Points

On entering Year 1 children are placed in one of 4 teams where they remain throughout their time at Raglan. Team Points are awarded in recognition of specific good behaviour, positive contributions to the school environment and good effort with their learning. In weekly Key Stage Achievement Assemblies, the coloured ribbon on the Team Cup is changed to reflect the winning team. All staff members can award Team Points to any child “caught” doing something good in school.

Understanding Individual Needs

This policy is based upon our expectation that adults working in school will build relationships, gain an understanding of individual needs and use strategies and approaches that enable all pupils to flourish.

Where a child has additional educational needs, behaviour may be addressed outside the agreed practice in this policy. Individual programmes may be devised with the Inclusion Manager to support these children in developing an understanding of acceptable behaviours in school. Staff will work closely with parents and may consult with specialist professionals to establish targets and resources to support the child at home and in school.

Staff work hard to identify triggers and reduce anxiety for children with additional needs. Support strategies may include Now and Next cards, social stories, comic strip conversations, pictorial timers, sand timers, Wow! Books and individual behaviour support plans. The school’s nurture room aims to provide a safe and calming environment for children who are finding the school day particularly difficult to manage.

However, if incidents occur where the safety, well-being or learning of others has been seriously affected, even though adjustments have been made, a Yellow or Red stage intervention would be put in place. Staff are encouraged to be open and supportive of each other; we are working as a whole team to promote excellent behaviour. Support is available via the senior leadership team.

Anti-Bullying

Children and young people have many rights and one of them is the right to be safe. We value and work towards positive emotional health and well-being for all children and young people. We aim to create a climate of respect where anti-social and bullying behaviours are not accepted or tolerated.

Bullying is behaviour (physical or emotional) which occurs repeatedly and hurts, intimidates, frightens, harms or excludes another individual or group.

It can take many forms including racist, homophobic, gender and cyber bullying.

There are three common aspects:

- a. It consists of deliberately hurtful behaviour.
- b. It occurs repeatedly over a period of time.
- c. It is difficult for those being bullied to defend themselves.

This may take many different forms:

- Physical – hitting, kicking, taking belongings
- Verbal – name calling, insulting, making offensive remarks
- Exclusion – deliberately leaving children out of games and activities
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumors
- Cyber-bullying - sending malicious e-mails or text messages on mobile phones, misuse of any technology and video facilities

We explain to children that:

- Bullying is when a person or persons repeatedly use words, physical strength or actions to hurt them and make them unhappy.
- A bully is someone who deliberately uses words, strength or actions to hurt someone when they know they cannot or will not stop them.

All staff are alert to the signs of bullying and pupils are encouraged to tell their class teacher or other adults working in the school. Worry Boxes in classrooms and a Listening Ear Programme support the sharing of concerns over bullying. Information is shared in

confidence with other staff as necessary. Teachers always take bullying seriously and deal firmly with such behaviour.

If a child persists in bullying, formal sanctions will be brought into play. Victims of bullying will be re-assured, offered further support and their parents will be invited to discuss next steps in school.

Outside Agencies

We have invaluable support for pupils who demonstrate persistent poor behaviour from the:

- Educational Psychologist;
- Education Welfare Officer;
- Counsellors/mentors.
- BTA Midfield Outreach Team

Exclusion

The Local Governing Body has decided that, in exceptional circumstances, exclusion will be used as a sanction, either as a:

- fixed term or
- permanent exclusion.

Responsibilities

Headteacher and the Senior Leadership Team

It is the responsibility of the Headteacher to communicate this policy to the school community and to ensure that it is applied fairly, consistently and reasonably.

Senior Leaders will:

- Meet and greet learners and parents at the beginning and end of the day
- Be a visible presence in the school to encourage appropriate conduct
- Support staff by attending meetings and supporting conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Ensure staff training needs are identified and targeted
- Regularly share good practice
- Support adults in managing learners with more complex or entrenched negative behaviours
- Regularly review provision for learners who fall beyond the range of this policy
- Use behaviour data to target and assess the policy and practice
- Ensure new staff are inducted into policy and procedures.

School Governors

School governors monitor and review this policy annually

Staff

All staff, including Governors, Senior Leadership Team, Teaching and non teaching staff support, uphold and implement this policy accordingly.

Parents and Children

Parents and carers have a responsibility to support their children and work in partnership with the school.

Children must follow the policy and other associated policies.

Volunteers and Club Providers

Volunteers and Club Leaders are expected to speak and respond to the children in accordance with this policy. The children are expected to maintain the high levels of behaviour we would expect in all other school situations.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- meetings with school staff
- communications with home via newsletters and specific mailings
- Head Teacher reports to the Local Governing Body
- information displays around the school and in classrooms
- assemblies for all pupils

Monitoring the Effectiveness of the Policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the Inclusion Manager, the Head Teacher and the School Council and the necessary recommendations for improvement will be made to the Local Governing Body.

Links with other school policies

This policy should be read alongside the:

- exclusion policy
- on line safety policy
- SEND and Inclusion Policy