



## BEHAVIOUR + RELATIONSHIPS POLICY

# Clanfield Church of England Primary School

<b>Reviewed by:</b>	Headteacher	<b>Date:</b> 08.11.2021
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<b>Authorised by:</b>	Governors – Curriculum Committee	<b>Date:</b> 10.11.2021
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<b>Date of next review</b> (or earlier should legislation require it)	<b>Date:</b> November 2022
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<b>Type of Policy</b>	Statutory
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## PURPOSE

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship-focussed approach to behaviour management. This will allow the pupils at CPS to enjoy a calm and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

Our relationship policy is not primarily concerned with rule enforcement, but is a tool used to promote positive relationships with peers and adults with the common purpose of helping everyone learn in a nurturing, empathetic and respectful environment. Consistency, and clear, calm adult behaviour underpins this. Pupils will be rewarded for behaviours for learning and for following the school values. They will also be rewarded for following the school rules.

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our policy sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

## Underlying Principles

We aim to create an environment that is **safe**, where everyone feels **respected** and where pupils come into each lesson **ready** to engage in learning

We are ready to engage in learning- BE READY

We are respectful to everyone and to our environment - BE RESPECTFUL

We act safely at all times - BE SAFE

### Aims

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.

We believe that self-regulation and respect are at the heart of good behaviour. We foster and expect good behaviour from all children. This means children are expected to treat each other and the School staff with respect because they know this is the right way to behave.

*'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'*

Paul Dix

### The Head teacher and The Senior Leadership Team will:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to organise interventions and targets
- Support teachers in managing children with more complex or challenging behaviours

### **Members of staff who manage behaviour will:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

### **Pupils are expected to:**

- Follow the PRAISE values
- Take responsibility for their behaviour and conduct
- Show respect to members of staff and each other
- Make it possible for all children to learn

### **Positive Strategies**

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

*'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'*

Paul Dix

Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at the classroom door/gate. This may be a simple, 'Good morning' or offering a handshake to provide a consistent check in and enthusiastic welcome to every child. All adults will be looking out for children who show Clanfield Values and **go over and above**.

In addition, we wish to give recognition to pupils who go **'Over & Above'**.

'Over and above' behaviours include exceeding our school values, impacting the wider Clanfield community and showing Clanfield initiative.

Ways that children will be recognised for doing so:

- **Hot Chocolate Thursday**

Children consistently going 'over and above' will be invited to have hot chocolate with the Head Teacher on some Thursday afternoons. There may be some weeks that no child in the class is chosen- it needs to be sincere high-level recognition to ensure it is not devalued.

- **A Positive Note Home/Letter Home from Head Teacher**

The Positive Note is also a high-level recognition for consistently going over and above. It can be given to any child by any adult in the school, staff members or visitors. There is no set amount each week- again it must be sincere to keep its value. Letters may also be sent home from the head teacher to recognise outstanding children.

*'The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.'*

Paul Dix

- **Recognition Board**

All classrooms will have a recognition board. This is updated weekly and will demonstrate a key learning behaviour which is the focus for that class that week. All children should receive recognition during the week for showing that learning behaviour consistently.

Once earned, this recognition cannot be withdrawn. Adults or pupils in the class can nominate names for the board and there is emphasis on children working together as a team to get everyone's name on the board. See example in Appendix.

<https://pivotaleducation.com/recognition-boards-whats-in-a-name/>

*'This is not intended to shower praise on the individual, it is a collaborative strategy- we are one team focussed on one learning behaviour and moving in one direction.'*

Paul Dix

There is no material prize for class completion. Each class chooses a celebration when all names are on the board, e.g. teacher juggles, special celebration dance or song.

- **Phone calls home**

Promoted staff or teacher phones parents to share the child's success.

- **Values certificates-tbc**

Awarded at assembly- two children are selected each week by the class teacher.

- **End of year awards**

Appropriate teachers choose approximately two awards to give to children for CPS Values, Music, Pe, playground, etc.

- **House points**

Class Dojo is used to award children house points. Our four houses ensure that all pupils and staff belong to a team. We use our team approach so our children and staff know that their positive attitude and behaviour is for more than individual recognition as it is for the good of all. Pupils will be awarded House Points for demonstrating positive attitudes to learning and for following the school values.

- **Achievement book**

Children with an achievement outside of school can share it at the weekly assembly through the achievement book.

## **Policy Practice**

### **Relationships Policy Blueprint (See Appendix 1)**

This is a concise A4 document which teachers will refer to for a consistent approach to our Relationships Policy to ensure behaviour and expectations are clear and consistent.

### **Classroom Plan (See Appendix 2)**

The Classroom Plan is a sequence of steps which are focused on small but certain consequences and a restorative, not punitive, ending. The plan will be used by every teacher to ensure consistent language and steps are being used throughout the school, and expectations and consequences for the children are clear.

### **Scripted Response (See Appendix 3)**

As part of the Classroom Plan, a 30-Second Script will be used to reinforce expectations when behaviour shown is not reflective of our school values. This will take place at Step 3 of the Classroom Plan. The purpose of this script is to provide a quick, consistent and non-judgemental dialogue with the child to encourage positive choices to be made. The scripted response should be delivered in an emotionless tone, designed to prevent escalation. Once the script has been delivered, the child 'owes 2 minutes'. They then must stay behind at break time or lunch to have a quick discussion with the class teacher.

### **Restorative Questions (See Appendix 4)**

These restorative questions will be used to support restorative meetings and/or conversations. For KS2, up to 5 questions will be used. For KS1/R, the teacher may decide it would be more appropriate to start with two and build on these as the child develops in maturity.

## **Restorative Approach**

*'Punishment doesn't teach better behaviour, restorative conversations do.'*

Paul Dix

## **Restorative Meetings/Conversations**

*'The positive relationships you form with pupils depend on a restorative approach being your default mode.'*

Paul Dix

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by support staff who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. To minimise loss of teaching and learning time, the SLT may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child.

At CPS, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future

## Desired behaviours (See Appendix 5)

See below

### Consequences

*'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.'*

Paul Dix

At CPS, we encourage positive behaviour which reflects our Values and 3 Rules. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed on their personalised plans.

## Appendix 1- Policy Blueprint

Our Rules	Visible Consistencies	Over and above
<p><b>Be Ready</b> <b>Be Respectful</b> <b>Be Safe</b></p> <p><b>Our Values</b></p> <ul style="list-style-type: none"> <li>● Hope</li> <li>● Compassion</li> <li>● Courage</li> </ul>	<ol style="list-style-type: none"> <li>1. Daily meet and greet</li> <li>2. Persistently catching children doing the right thing</li> <li>3. Picking up on children who are failing to meet expectations</li> <li>4. Accompanying children to the playground at the end of every day</li> <li>5. Praising in public (PIP), Reminding in private (RIP)</li> <li>6. Consistent language</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognition boards</li> <li>2. Certificates</li> <li>3. Stickers</li> <li>4. Phone call/text home</li> <li>5. Verbal praise</li> <li>6. Notes home</li> <li>7. SLT praise</li> <li>8. Hot Chocolate Thursday</li> <li>9. Show work to another adults</li> <li>10. Dojo Champion/ Class Superstar</li> </ol>

## Appendix 2- Classroom Plan

Steps	Actions
<b>The warning</b>	A reminder of the rules delivered privately wherever possible.
<b>The caution</b>	A verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
<b>30-second script</b>	If the pupil still does not engage, use the 30-second script. Attach, 'Stay behind two minutes after class.' to this step. This two minute cannot be removed or reduced.

<b>Time out</b>	The pupil is directed to take a 3-minute egg timer (KS1), a 5-minute egg timer (Lower KS2) or a 10-minute egg timer (Upper KS2), and go to an appropriate location depending on the time of day and staff in class. This may be within the classroom or within another class. The pupil may not need to be escorted to the time out classroom by a member of staff. However, staff should use their professional judgement. Work should not be taken to time out - this time is intended to be for reflection on behaviour. This is not the time for the adult and child to discuss the incident. At the end of the time out the pupil returns to their classroom and continues with their work. Any missed work must be caught up within the lesson or as soon as possible afterwards. If the pupil is not ready to return to class, the class teacher can arrange for the pupil to work in a parallel class for the remainder of the session.
<b>Restorative conversation</b>	This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, then the child needs to understand that they will need to catch up.
<b>Support step</b>	<p>In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT, or another class teacher. This may take the form of an internal exclusion but will always involve a restorative conversation.</p> <p>A behaviour plan ( OCC) will be introduced if the incident or cumulation of incidents warrant this approach</p> <p>This will be specified on a personalised Plan for certain children identified with behaviour as an additional support need.</p>

### Appendix 3- 30-Second Script

'I noticed you are....' wandering around the classroom chatting...

'You are not showing our value respect'....

'You have chosen to.....' stay in for 2 minutes at playtime to finish your work

'Do you remember when...' you finished all your writing

That is for I need to see today. Thank you for ...listening.

### Appendix 4- Restorative Questions

The Restorative Five:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?

### Appendix 5- Desired behaviours *In the Classroom*

- Follow class rules
- Listening to each other

- Follow instructions
- Showing kindness and respect
- Working in a team/cooperation
- Ready to learn
- Appropriate volume for work
- Showing growth mindset
- Respecting Personal Space
- Recognise and celebrate each other's achievements
- Be independent
- Respect the classroom environment

***In and around school***

- Polite and courteous
- Smile
- Be calm
- Walk
- Tidy – care for the environment
- Demonstrate respect for others
- Be smart
- Punctual
- Take pride

***Playtimes/lunchtimes***

- 1<sup>st</sup> bell – stop/tidy up, 2<sup>nd</sup> bell – walk to line up
- Have healthy snacks
- Use toilet during playtime
- Follow instructions
- Demonstrate good manners
- Respect equipment and tidy up
- Respect personal space
- Respect physical boundaries
- Share and take turns
- Respect the environment

***Collective Worship***

- Enter calmly
- Sit smartly/dress smartly
- Be ready to listen
- Engage with the subject matter
- Show respect for others, bowing head during prayer
- Be punctual