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# **RELATIONSHIPS AND BEHAVIOUR POLICY**

**MEETING FOR FAMILIES**

**19.9.2024**

# AIMS (FROM OUR POLICY)

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- In order to achieve our aspirations and to enable effective teaching and learning to take place every school has **effective strategies to establish good relationships** and each staff member has a responsibility to ensure these strategies are upheld and fostered. Rather than focussing on unwanted behaviours, the value is put on positive behaviours, which enable and maximise learning. This approach helps children understand the behavioural skills they need, what the adult wants them to do, and why this will help them to learn. We do not presume that children will instinctively know how to behave well and as such **behaviour is taught through a structure linked to each schools' behaviour expectations**. Where children struggle to understand and acquire the appropriate behavioural skills, schools will offer **challenge alongside support**. Through the effective teaching of good behaviour children will be guided to develop a moral compass alongside social awareness where they appreciate different view-points, values and choices. This in turn will empower children to recognise and make the right choices throughout their lives with empathy and respect for diversity.

*“When people talk about behaviour, they obsessively search for the instant solution.*

*Some peddle magic dust or ‘behaviour systems’ that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat pupils down with.*

*Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself.*

*The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.”*

- **Paul Dix, Pivotal Education**



Our Relationships and Behaviour Policy is designed to:

- Promote a positive climate and learning culture within school where all children can learn.
- Provide a safe school environment for all.
- Teach an understanding of what appropriate behaviours are.
- Define a framework for recognising success and de-escalating negative behaviours.
- Promote self-esteem, self-regulation and positive relationships with all staff members acting as emotionally available adults.
- Involve parents/carers, children and staff in the application of this policy and establish strong communication.





# WHAT DO WE DO IN SCHOOL

We aim to establish relationships and a positive, calm ethos in school through:

- Greeting children and families at the school gates/ doors each morning.
- Welcoming children into the classroom each morning with a smile and a greeting.
- Taking time to form positive relationships with children, both in class and during unstructured times.
- Making time to listen to children and letting them know when they can talk to all adults about any concerns.
- Always using a calm and respectful tone of voice.
- Encouraging children to explore emotions and support them in having an emotionally literate voice.
- Providing emotional 'check ins', giving children and adults the opportunity to say how they are feeling (any issues to then be acted upon promptly using reflect- restore- repair).
- Regular positive reinforcements of the school vision, values and motto 'Make a Difference' and how all stakeholders can exemplify this.
- Rewarding our children through Dojo points, stickers, certificates and texts home.
- Empowering our children to recognise their emotions, know when they can self-regulate or when support from others is needed.



Our expectations of behaviour are:

- **To always be READY.**
- Ready to listen. Ready to learn. Ready to help. Ready to 'Make a Difference'.
- **To always be SAFE**
- Safe when moving around school. Safe when using equipment. Safe whilst interacting with others. Safe whilst online. Safe in all environments.
- **To always be RESPECTFUL**
- Respectful to peers. Respectful to adults. Respectful to the environment. Respectful to property. Respectful to oneself.

We talk to the children regularly about the 3 'school rules' as well as reinforcing our 5 school values (respect, resilience, teamwork, aspiration and kindness) and our motto 'Make a Difference'.



# EFFECTIVE STRATEGIES TO ESTABLISH GOOD RELATIONSHIPS/ BEHAVIOUR IS TAUGHT THROUGH A WELL THOUGHT OUT STRUCTURE LINKED TO EACH SCHOOLS' BEHAVIOUR EXPECTATIONS

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- Staff CPD; Relational practice, Conflict resolution, De escalation
- Staff support and guidance; SLT and Trust
- SLT monitoring; Learning walks/ breaktimes/ assemblies
- Assembly themes; Values, motto, 3 rules, No Outsiders, Protected characteristics and British Values teaching
- PSHE curriculum as part of Dimensions LMTW
- Communication with families
- Bespoke interventions when children are struggling to maintain good behaviour standards.
- SEND/ Behaviour support including external agencies; Aspire, Fusion, Trust Ed Pysch

# HIGH CHALLENGE ALONGSIDE HIGH SUPPORT

## **SPECIAL EDUCATIONAL NEEDS**

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A number of children may need support to help them manage their behaviour. Children who need extra support with their behaviour will have individual plans and work towards receiving the same kind of rewards as other children. They may need additional support provided by the teacher/ teaching assistants/ external agencies

## **INDIVIDUAL BEHAVIOUR MANAGEMENT PLANS (IBMP)**

For pupils with needs which may impact on their behaviour, Individual plans will be written to identify the pupil's needs and support provided to ensure good outcomes, this will be supported- where needed, with a de-escalation plan and a risk assessment. A referral may be made in consultation with parents/ carers to for external support. Regular communication between home and school will take place.





# REWARDS AND CONSEQUENCES

- Dojo overdose (give but don't take) shared in assemblies (Team winners) and raffle tickets weekly
- 5 values reminders/ Motto/ Gimme 5 reminder
- Prefects in Year 6
- 3 texts home weekly/ Celebration assembly/ (Friday)
- Stickers and certificates from SLT (showing off and celebrating)
- Prefects/ School councillors/ PSHE- Respect rangers
- Feedback on learning- meeting their needs (adjusting and adapting the curriculum)
- Restorative conversations (PIP and RIP)
- Scripts 'Let's make a different choice..'



- Visual prompts such as hand gestures to support children who may need to quieten their voices or to take a seat.
- Verbal reminders (inc. RIP- Remind in Private).
- Use of de-escalation techniques.
- Use universal help scripts (Team Teach protocol) so all staff are managing behaviour using agreed strategies eg. 'Let's make a different choice'.
- Time out of class or playtime to talk to an adult to address the behaviour which needs to improve.
- A different adult can be called if needed (Change of face/ yellow or red alerts) to support or diffuse a situation.
- Completion (where necessary) of missed learning as the result of negative behaviour.
- Removal from class to continue learning separately (for safety reasons) for a limited period of time.



Stage 0	<ul style="list-style-type: none"> <li>Quality first teaching identifies possible triggers/ supports/ scaffolds and adapts teaching and resourcing accordingly for all children.</li> <li>Challenge, support and encourage positive learning experiences for all children.</li> <li>Use of positive distraction and praise.</li> </ul>
Stage 1	<ul style="list-style-type: none"> <li>Visual prompts/ reminder about expectations.</li> </ul>
Stage 2	<ul style="list-style-type: none"> <li>Verbal reminder and reinforcement of expectations/ learning/ <u>behaviour</u> (RIP- Remind in Private).</li> <li>This may be more than once dependent on the activity/ child/ situation and hereby requires staff to reflect on their responses (visual <u>eg</u> body language and voice tone) as well as allowing the time for children to reflect then repair.</li> </ul>
Stage 3	<ul style="list-style-type: none"> <li>Time out of class or breaktime with a discussion to remind about 3 rules, expectations and to address the <u>behaviour</u> (class teacher responsibility)- reflection time.</li> <li>Time to reflect- restore- repair with adult (preferably the class teacher).</li> <li>Record the account on <u>RecordMy</u> to support child's chronology. Speak with parents where necessary.</li> </ul>
Stage 4	<ul style="list-style-type: none"> <li>Time out of class or breaktime with a discussion to remind about 3 rules, expectations and to address / reflect on the reason for the continued <u>behaviour</u> (SLT responsibility).</li> <li>Time to reflect- restore- repair with adult (preferably the class teacher alongside SLT)</li> <li>Regular check in with SLT thereafter as appropriate <u>eg</u> verbal reminders/ <u>behaviour</u> reminder chart.</li> <li>Record the account on <u>RecordMy</u> and speak to parents (class teacher responsibility) regarding their involvement / support.</li> </ul>
Stage 5	<ul style="list-style-type: none"> <li>If this continues, parent/s are invited in for a meeting with the class teacher and a member of the SLT. The class teacher will log all additional actions on <u>RecordMy</u>. (<u>start</u> on this stage if <u>behaviour</u> is more serious)</li> </ul>



<p><b>Stage 6</b></p>	<ul style="list-style-type: none"> <li>• If deemed necessary the child is placed on a <u>Behaviour Card/Chart</u>, with specific targets which also includes regular parental meetings (start on this stage if <u>behaviour</u> is more serious)</li> <li>• The child meets SLT each week to discuss targets and outcomes to be reviewed. The report card/chart is repeated if needed. The <u>Behaviour Card/chart</u> is removed if there has been considerable improvement.</li> <li>• Daily/ weekly contact with parents by class teacher and SLT (all recorded on <u>RecordMy</u>).</li> </ul>
<p><b>Stage 7</b></p>	<ul style="list-style-type: none"> <li>• Internal suspension, a child will be placed in an alternative classroom away from their peers for a period of time if deemed necessary. They will complete their class-based learning. Parents will be made aware of this stage in supporting their child's <u>behaviour</u>.</li> <li>• External multi agency support (individual support plans, risk assessments, Aspire, specialist SEND teams, Educational Psychologist involvement, Inclusion Pathway advice and referral).</li> <li>• Daily/ weekly contact with parents by class teacher and SLT (all documented on <u>RecordMy</u>).</li> </ul>
<p><b>Stage 8</b></p>	<p><b>Fixed Term Suspension / Permanent Exclusion</b></p> <ul style="list-style-type: none"> <li>• A suspension for a fixed period can be used for acts of physical aggressions, verbal abuse, brining harmful substances/objects on the premises, acts of vandalism,stealing, racial abuse, peer on peer abuse, sexual misconduct, persistent disruptive <u>behaviours</u> which prevents themselves and others from learning.</li> <li>• Or any <u>behaviour</u> that constitutes a breach of school policy could result in a suspension. In all cases JMAT's Suspensions and Exclusion Policy will be followed at all times, external support accessed and in consultation with parents.</li> </ul>