Curry Rivel Church of England Primary School

'Healthy trees bearing good fruit' – Matthew 7 v 17

Positive Relationship and Behaviour Policy

To be Agreed by Full Governors: November 2024
Review: November 2025

> "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. Every single day. Small, persistent and visible shifts in adult behaviour have an incredible effect on children's behaviour"
>
> Paul Dix

Vision and Values

'Healthy trees bearing good fruit' – **From Matthew's Gospel chapter 7 vs. 17**

At Curry Rivel Church of England Primary School we nurture our children to flourish and grow. We have chosen a tree to symbolise our vision and values. The tree represents our school community, the fruit our children living out our core values, all rooted in Jesus' teachings.

Building on these core '5-a-day' Christian values of **forgiveness, kindness, respect, thankfulness and perseverance** we care for each other and our world. We develop resilience, confidence, creativity and independence through our innovative and diverse curriculum, inspiring and motivating everyone to thrive.

Our core Christian values underpin our school, providing the best possible environment for these fruit to grow and ripen within our children and whole community.

Principles

Curry Rivel Church of England Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guide staff to teach self-discipline not blind compliance. It echoes our core Christian values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Relationships with children and their families are key. Respectful communication is vital to these relationships. Our policy is based on the 'relational approach', which is evidence based, driven by research and was developed as a result of our school's participation in the 'Pathfinder Project'.

Aims of the policy
- Create a culture of exceptionally good behaviour: for learning, for community and for life;

- Ensure that all learners are treated fairly, are shown **respect** and promote good **relationships;**
- Help learners take control over their behaviour and be responsible for the consequences, developing **compassion** for others;
- Build a community which values kindness, **peace**, care, good humour, good temper and empathy for others;
- Encourage skills of self-discipline in preparation for secondary school and for adulthood;
- Help children know the difference between right and wrong thereby encouraging an increased awareness of **justice;**
- Recognise, reward and celebrate positive behaviour;
- Help children to understand and respond to the boundaries of what is acceptable;
- Encourage a culture of **forgiveness;**

- Create a positive environment to enable learning to take place successfully;
- Ensure that children, parents, staff and volunteers know the school's rewards and sanctions system;
- Promote an ethos of **community** throughout the school;
- Promote an understanding whilst 'behaviour is communication', that pupils are also aware that behaviour can be a choice.

This policy includes all pupils in our school and may be differentiated according to the age and stage of the pupil's development and to support pupils with SEND, if appropriate.

How will staff behave?
1. Staff will demonstrate relentless **kindness**
2. Staff will demonstrate relentless **consistency**
3. Staff will demonstrate relentless **clarity**
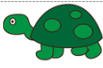
Our School Rules (The three b's)

1. <u>Be</u> Ready

2. <u>Be</u> Respectful

3. <u>Be</u> Safe

Living the Values

We link our behaviour to our core '5-a-day' Christian values:

Support beyond the classroom

The graduated response to behaviour (See Appendix A), includes:

1. Involvement of ELSA (Emotional Literacy Support Assistant)
2. Referral to SENDCo
3. Referral to Leadership Team (LT)
4. Behaviour Support Plan (BSP) involving parents and professionals

Alternatives to exclusion

- Use of internal seclusion at break and lunchtimes (Time-in)
- Use of short periods of internal seclusion during class time (Time-out)
- Use of longer internal exclusion during the day.

Visible consistency in practice

- **Consistent language**; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- **Consistent follow up**: Ensuring 'certainty' at the classroom, outside of the classroom and at senior leadership level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- **Consistent positive reinforcement**: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- **Consistent consequences**: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

- **Consistent respect** from the adults

- **Consistent forgiveness:** Restorative work allows children to make amends and think about consequences of their behaviour and when needed to alter behaviour. Our steps approach allows children to wipe the slate clean and 'turn their behaviour around'
- **Consistent models of emotional control:** Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners

- **Consistently reinforced routines for behavior**

- **Consistent environment:** Consistent visual messages and echoes of core Christian values, positive images of learners and learning.

- **Consistent cultures of excellent behaviour management:** Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.

1. The 3 'Bs' 'Ready, Respectful and Safe'
2. Meet and Greet/End and Send
3. 'Wonderful walking'
4. 'I like it when you...'
5. 'I'm wondering if...'

Thank you for supporting our relational approach to behaviour ☺

All staff

1. Meet and Greet/End and Send children around the school.
2. Consistencies of language such as 'Wonderful walking'
3. Use the 3 Be's 'Ready, Respectful, Safe' vocabulary
4. Model positive behaviours and build relationships.
5. Plan lessons and activities that engage, challenge and meet the needs of all learners.
6. Are calm and give 'take up time' when going through the steps.
7. Follow up every time and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are making the wrong choices.

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

1. Meet and greet/end and send learners throughout the day
2. Be a visible presence around the school throughout the day
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations
4. Regularly share good practice
5. Support staff in managing learners with more complex or entrenched negative behaviours
6. Use behaviour data to target and assess school wide behaviour policy and practice
7. Regularly review provision for learners who fall beyond the range of written policies
8. Take time to welcome learners and their families at the start of the day and say goodbye

Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. 'It is not what you give but the way that you give it that counts.'

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Three key ways to recognise conduct that is 'over and above'

1. Positive praise and acknowledgement
2. Recognition boards
3. Sharing successes with other adults
4. Through award of merit/Dojo
5. Though public recognition at weekly celebration worship

6. Through the use of positive conversations (which may include positive comments, phone calls home, positive postcards and comments in reading diaries, emails etc)
7. Value awards (Annually)

Practical steps in managing and modifying poor behaviour

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder is all that is needed. The stepped approach is worked through with care and consideration, taking individual needs into account where necessary. We praise the behaviour we want to see. All learners are given 'take up time' in between steps. Learners are held responsible for their behaviour. Class staff will support behaviour without delegating. Staff will use the steps in dealing with poor conduct

1. Reminder
2. Warning
3. Removal from group
4. Removal to another class
5. LT Intervention

1) The reminder
A reminder of the expectations delivered to the learner. The adult makes them aware of their behaviour. The learner has a choice to do the right thing.

2) The warning

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.

3) Removal from the group (Time-out)

- The learner is asked to speak to the teacher away from others
- Boundaries are reset
- Learner is asked to reflect on their next step. Again they are reminded of their previous good conduct/attitude/learning.
- Learner is given a final opportunity to re-engage with the learning / follow instructions
- If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

4) Internal referral (Time-out)

At this point the learner may be referred internally to another class/or to the LT for the set period of the lesson. All internal referrals must be reported to LT and parent and the learning missed must be completed.

Restore

Restorative conversations at Curry Rivel Church of England Primary School are a core part of repairing trust between staff and learners. Our restorative conversations are structured in 5 steps:

1. What's happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?

5. How can things be put right?

The conversation should finish with reaffirming commitment to building a trusting relationship. All staff will take responsibility for leading restorative conversations. 'Time -in' at breaktime/lunchtime may form part of 'putting things right'.

5) LT Referral Partnership stage (Individual Behaviour Support Plan/BSP)

The partnership stage will be implemented where there is a major cause for concern. If a child requires an individual behaviour support plan they may also be placed on the special educational needs register for their behaviour. The learner will be given time with a member of the LT who will

- Offer support and where necessary facilitate the reparation meeting between a family member, the member of staff and learner.
- Develop an appropriate action plan with the learner
- Monitor, review and mentor using the action plan
- Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves
- If a learner does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by the Head teacher or Senior Teacher. All of these matters will be confirmed in writing and recorded on pupil chronologies. The learner remains the responsibility of the class teacher

Clear breaches of the school rules will lead to a meeting with LT. On this occasion parents/carers will be informed and an internal seclusion for a fixed period of time at break and lunch will be agreed. If the behaviour escalates this may progress to an internal seclusion during class time.

If necessary a fixed term suspension will be issued. Parents will be informed of the reasons for the suspension and will be advised as to the length of the suspension. After a fixed term exclusion, a restoration conversation will take place with the learner and parents/ carers (This forms part of a reintegration meeting). There may be a staggered return to school or a support plan established to ensure a successful return to school. Sometimes if behaviour continues to escalate a permanent exclusion may be unavoidable.

Playground/Lunchtimes

If the behaviour expectations are not followed out on the playground, adults must follow the stepped sanctions above, adapting steps 3-5:

Step1- Reminder

Step 2- Warning

Step 3 – Stand by a staff member on duty

Step 4 – Sit on the bench/ removal from play for a short period of time

Step 5 – Go inside to 'time-in' or to a member of LT

It is important that once an incident is dealt with, the child has the opportunity to move on. They should not be spoken to about the same incident by other adults and we should never tell someone else about the poor behaviour choice/incident in front of the child.

It is important that adults seek support from colleagues if they need it – but their responsibility to the child remains the same. The best way to disempower an individual is to pass over responsibility to a 'higher power'.

At Curry Rivel, we use the 'Time-In' book and pupil chronologies to record our concerns and actions. This system is for the transfer of information, not for the transfer of responsibility. It is to make a record and undertake analysis over time. Incidents should be professionally and objectively written, detailing the facts and not our own emotions/opinions.

At Curry Rivel Church of England Primary School , we offer:

- Thrive
- 1:1 support
- Small group support
- ELSA support
- Forest school
- SEND support
- Referral to outside agencies

Monitoring and Evaluation

The school will undertake regular audits of behaviour to link in with the regular review of the policy. This will allow the school to measure the effectiveness of the policy and the strategies being used.

Linked Documents

Behaviour Principles

Suspension and Permanent Exclusion Policy

Appendix A
Behaviour Graduated Response

STAGE	Stage 1: Universal	Stage 2: Concerns	Stage 3: Complex
PUPILS	80% of pupils	15%	5%
	→ Relational Approach →	3 'b's rules: 'Be Ready, Be Respectful, Be Safe' →	Living Our Values →
PROVISION & SUPPORT	• Visible consistencies • Clearly stated expectations • Teach readiness for learning skills • Acknowledge positive behaviours • Consistent discipline • Many more positive than negative interactions • Dojos/Certificates • 1: 1 Discussions • Visual timetable/sharing change • Individual in-class provision Consequences: • A reminder/ redirection using symbols/ body language or words) of expected behaviour • Warnings (there is no specified number- if more than 3 have been given a different response may be needed) • Time out within/out of class • Time in (some loss of time such as break times, lunch time. Consult Leadership Team if considering longer periods of time) • A form of restorative justice such as writing a letter of apology.	• Consider safeguarding and Social Emotional Mental Health • Consider the triggers- ABCC charts to analyse • Consider SEND need- Somerset Graduated response • Phone conversation with parent/carer • Meeting with parent/carer • Target card/Individual reward • Give responsibilities • Behaviour Support Plan with regular review (May form part of APDR) including targets • Emotional Literacy Support Assistant (ELSA) advice • Place2Be at lunchtimes • Possible ELSA referral • THRIVE Assessment • Social skills intervention • Regular home-school communication • APDR targets Consequences: • A verbal warning from the Head Teacher and a suitable response (e.g. the loss of some play). • More serious planned consequence • Parents/carers informed.	• Behaviour Support Plan with regular review • Regular home-school communication • EHCP • Positive Handling Plan/Risk Assessment • Mentoring • Outside agency support Consequences: • Suspension/Exclusion may be considered
OTHER INFO	• All time-ins must be recorded in time-in book to enable analysis by Leadership Team	• All persistent and serious behaviour incidents should be recorded on individual chronologies and copied to Leadership Team.	• Any physical intervention to be recorded in 'Bound Book'. Leadership Team and parents/carers must be informed.

		• All types of bullying will be reported to the Leadership Team. • All On-Line Safety incidents must be reported in On-Line Safety Log	• All Peer-on-Peer Discrimination must be reported to Head Teacher who must report to Local Authority. • Serious forms of unacceptable behaviour include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work, and persistently disruptive behaviour.