



Relationships and Positive
Behaviour Policy

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Evenlode's Relationships and Behaviour Policy protects and respects children's rights as set out in the [United Nations Convention on the Rights of the Child \(UNCRC\)](#).

1. Our Vision

In Evenlode Primary school, our vision and values underpin everything we do.

At its heart, Evenlode Primary School is a community where we want everyone to flourish. Our school is a happy, caring, safe place to be. We enable children to develop their own talents and to achieve their own individual potential. We value everyone and we support children to thrive, as individuals and as part of a team. We have a creative, broad and experiential curriculum, where we make connections across a range of learning experiences to develop talents, skills and knowledge, confidence, curiosity and compassion.

2. Our Values:

Our values are underpinned by the Four Purposes:

- As ethical informed citizens, we are **respectful** and **compassionate**
- As enterprising, creative contributors, we are **determined** and able to **think 'outside the box'**
- As ambitious, capable learners, we are **resilient** and **inquisitive**
- As healthy and confident individuals, we are **positive, kind** and **happy**

3. Motto:

'Always being our best, for ourselves and for each other'

4. Rationale

At Evenlode Primary School, we recognise that behaviour is a form of communication, and as such we respond in a sensitive way using restorative approaches and 'choices and consequences'. This policy sets out the framework for a clear and consistent approach to promoting positive relationships and supporting pupils to develop their skills, understanding and engagement with school. We support the 'Safe, Ready, Respectful' behaviour expectations by using the PACE approach (play, acceptance, curiosity, empathy) which is a whole school commitment to supporting the best possible relationships in school. Staff are trained in the PACE approach and a Trauma Informed approach. We are strongly committed to a positive, working relationship between home and school. We work in partnership with Parents to support individual children and the wider school community.

5. Aims

All adults strive to:

- Build secure attachments with all children
- Listen and hear
- Guide and nurture all children
- Be calm, considered and controlled at all times
- Be relentlessly positive
- Have high expectations
- Be role models for positive relationships

6. Safe, Ready, Respectful

Evenlode Primary School has the following behaviour expectations:

- To be SAFE with what we say and do and to feel SAFE in our school community
- To be READY for learning
- To be RESPECTFUL to others, at all times.

Strategies for 'Safe, Ready, Respectful'.

Staff will use a variety of strategies to support children and promote positive decisions when behaviours show that pupils are not ready to learn, are not being kind or are not being safe. These include:

- A safe space with an adult
- Sensory breaks and movement breaks
- Restorative conversations (see below)
- ELSA and Nurture support (see below)

Restorative approaches: reflective conversations.

Restorative approaches promote positive relationships as they are values-based and needs-led. This approach is based on empathy and honesty and develops effective communication between individuals. It supports children in understanding the impact of behaviours on others and results in the restoration of one's sense of belonging in our school community. Restorative conversations take place to repair relationships. All staff are expected to use a restorative approach to support and develop positive relationships and behaviours.

Step 1 Recognise the child's feelings and empathise with them

Step 2 Label the feeling and validate them, e.g. "I can see you are feeling angry; it's ok to feel angry"

Step 3 Set limits on the behaviour (if needed) e.g. "Even though you are angry it is not ok to hit someone because people can get hurt"

Step 4 Problem solve with the child. Scaffold alternative ideas and actions that could lead to more positive outcomes

Nurture support

We have nurture support available in which children are able to access a dedicated and trained member of staff. Nurture is 'a school based learning environment specifically designed to address the unmet social, emotional and behavioural needs of children and young people'.

7. Rewards

We have a range of rewards that we all use. We all actively seek the opportunities to celebrate and reward individuals on their personal achievements, effort, demonstrating our school values. We take every opportunity to 'catch' good behaviour.

- Verbal praise (private/ public dependent on individual)
- Stickers
- 'Praise notes' from teacher sent home
- Class rewards (determined by teacher and appropriate to age)
- Live marking to celebrate effort and achievement at point of learning
- Marking after lesson to celebrate effort and achievement
- Certificates for achievement, effort, demonstration of values
- Recognition at assemblies
- Weekly Evenlode Tea Party- celebrating demonstration of school values
- Golden Time

8. Consequences

We use a system of 'choices and consequences'. We follow restorative approaches and scripted conversations as outlined in the 'Behaviour Blueprint' (appendix 1). However, after these restorative approaches, if a child is choosing the wrong behaviours (amber and red behaviours) then there is a structured, stepped process we follow in regards to consequences. These are in line with the Amber/Red framework we use (appendix 2). We are also mindful that we may need to tailor our approach for individual children e.g. for children who are neuro-diverse, are in particular circumstances and need additional support to regulate behaviour.

Amber Behaviours: Teacher / LSA / Dinner Supervisor/ Saplings staff sanctions

- 1) Look
- 2) Private conversation
- 3) 30 sec micro-script / restorative conversation
- 4) If amber behaviour continues, the adult takes child out of the situation as consequence (e.g. another table, partner classroom)
- 5) Parent informed by teacher of amber behaviour if appropriate

Red Behaviours.

- 1) Restorative conversation with SLT. SLT completing a record of the conversation. (My Concerns completed by most appropriate member of staff)
- 2) Child to have reflection time (time out of activities) with senior leadership or nurture as appropriate to circumstance.
- 3) Consequence (as appropriate to incident and individual).
- 4) SLT to contact and meet with Parents: consequences and next steps.

9. Bullying

At Evenlode Primary School we take bullying and its impact seriously and pupils and parents/carers should be assured that known incidences of bullying will be responded to in an appropriate and timely manner.

Children and Young Persons' definition of bullying

Bullying is hurting people on purpose over and over again, making them feel sad, afraid and upset.

Bullying can be:

- being unfriendly, nasty, mean, leaving people out, hiding people's things, threatening
- using violence e.g. pushing, kicking, hitting, punching
- picking on someone because of their colour, religion, nationality, accent or dress
- touching someone in a way that is wrong or saying things that make them feel uncomfortable or scared
- teasing someone because of who they are friends with, how they look or what they like
- name-calling, spreading stories, teasing, making fun of people
- misusing internet chat rooms, sending threatening or nasty e-mails or texts, taking inappropriate photos or videos

Someone can also be hurt by an incident that only happens once.

Bullying conflicts with our values and our vision: 'Always being our best, for ourselves and for each other'. Our approach aims to develop a mutual respect and positive relationships between individuals. Please refer to Evenlode Primary School's Anti-Bullying Policy.

10. Exclusions.

Exclusions may be used if it is recognised that the use of exclusion can be appropriate not only as part of a strategy to secure an improvement in individual pupil behaviour but also protect the educational wellbeing of other pupils and the safety and welfare of pupils and staff. Exclusions can be internal (working with headteacher) and external (fixed term and permanent). In relation to external exclusion, this is a final resort and at this stage, the Headteacher would consult with the Vale of Glamorgan Directorate of Learning and Skills Team.

Monitoring of Behaviour at Evenlode Primary School

The monitoring of behaviour in school is the responsibility of the Headteacher and Senior Leadership team. It is the responsibility of all staff to follow our policy and processes and work with the Headteacher and Senior Leadership team. Staff have a responsibility to share information and concerns through a range of communication approaches. Governors monitor frequency and type of red behaviours through the termly reporting mechanism of Headteacher Reports and Governor meetings.

Meetings: regular meetings, briefings, team meetings, Senior Leadership meetings are a mechanism to raise any concerns regarding behaviour, particularly issues which need to raise awareness of individual children with additional needs. Such issues must be treated sensitively and with confidentiality.

My Concern: staff will use MyConcern (a secure online incident log) to record incidents of behaviour securely. Incidents that are deemed physically or verbally threatening, persistent and continually disruptive, bullying, discriminatory (racism, homophobia, discriminatory against individual or group) will be recorded.

Pupil voice: Senior Leaders will seek the views of children around the effectiveness and fairness of the policy, and impact of rewards and sanctions.

Staff Responsibilities:

- It is the responsibility of the Head Teacher to ensure that all new staff are fully familiar with the Behaviour Policy and its guidelines at induction. All staff will be kept up to date with any changes.
- It is the class teacher's responsibility to monitor the behaviour of children in their class (if necessary, ensuring that a detailed log is kept) and to report unacceptable behaviour to the SLT.
- It is the Head teacher's and Senior Leadership Team's responsibility to monitor the records on MyConcern on a regular - half termly basis.

Staff should also refer to the appendices of this Behaviour Policy, for procedures in school. Staff will also be provided with a quick reference guide to the Behaviour Policy. Supply teacher will be given a Behaviour Blueprint along with the Supply Teachers Handbook when entering the school.

11. INSET and Staff Development:

Regular staff INSET will be held to further the training and expertise of the staff.

THIS POLICY WORKS ALONGSIDE THE ANTI-BULLYING POLICY

Other Relevant Policies:

1. Anti-Bullying Policy
2. Equalities policy
3. ALN policy
4. 'Saplings' Behaviour Policy

- APPENDIX 1
Behaviour Blueprint
- APPENDIX 2
Amber and Red Behaviours.
- APPENDIX 3
Behaviour Blueprint for Adults in our Community

Policy Agreed by Headteacher: _____

Date: _____

Policy Agreed By Chair of Governors: _____

Date: _____

Review : _____

Appendix 1:

Evenlode Behaviour Blueprint

Our values are underpinned by the Four Purposes:

As ethical informed citizens, we are **respectful** and **compassionate**

As enterprising, creative contributors, we are **determined** and **able to think 'outside the box'**

As ambitious, capable learners, we are **resilient** and **inquisitive**

As healthy and confident individuals, we are **positive, kind** and **happy**



All adults strive to:

Build secure attachments with all children

Listen and hear

Guide and nurture all children

Be calm, considered and controlled at all times

Be relentlessly positive

Have high expectations

Be role models for positive relationships

'Always being our best, for ourselves and for each other'

Our Three Rules: Safe, Ready, Respectful



Rewards

- Verbal praise
- Stickers
- 'Praise notes'
- Class rewards
- 'Live marking 'praise
- Marking
- Certificates
- Recognition at assemblies
- Weekly Evenlode Tea Party
- Time with Maisie, our school dog.
- Golden Time

Consequences:

Amber Behaviours:

- 1) Look
- 2) Private conversation
- 3) 30 sec micro-script / restorative conversation
- 4) If amber behaviour continues, the adult takes child out of the situation.
- 5) Parent informed by teacher of amber behaviours

Red Behaviours:

- 1) Restorative conversation (teacher or member of senior leadership team) with SLT completing a record of the conversation. (My Concerns)
- 2) Child to have reflection time (time out of activities) with senior leadership or nurture as appropriate to circumstance.
- 4) Contact parents. Meeting with parent if needed.

30 Second Microscript:

- I have noticed you... *(having trouble getting started, wandering around, playing with apparatus)*
- You know our focus is to be **safe, ready and respectful**.
- You have chosen to not follow the rule about being **safe/ready/respectful**.
- Because of that you need to ... *(speak to me for 2 minutes at playtime, move to another table)*
- Do you remember when you *(refer to previous positive behaviour)?*
- That is who I need to see today.
- Thank you for listening.

Appendix 2

AMBER BEHAVIOURS	RED BEHAVIOURS
TEACHER/LSA/DINNER SUPERVISOR LED CONSEQUENCES	SLT AND CLASS TEACHER LED CONSEQUENCES
<ul style="list-style-type: none"> ✓ Swinging on chairs despite reminders to stop ✓ Wandering around the classroom ✓ Irritating noises ✓ Inappropriate fidgeting/Rummaging ✓ Calling out or shouting ✓ Talking over or interrupting others in class despite reminders ✓ Play fighting ✓ Talking in assembly ✓ Not following instructions ✓ Chatting to others at inappropriate times or about inappropriate subjects. ✓ Making fun of another child's work or efforts. ✓ Telling lies ✓ Interfering with another person's property or taking things ✓ Name calling (<i>discriminatory: <u>red</u></i>) ✓ Responding abruptly or rudely towards requests from adults ✓ Unsafe <u>behaviour</u> in the corridors and around the site, <u>e.g.</u> running ✓ Unhelpful, uncooperative <u>behaviour</u>, <u>e.g.</u> being obstructive in activities ✓ Poking, pushing, <u>pinching</u> or prodding ✓ Misuse of toilets and wash areas ✓ Teasing or deliberately 'winding up' other children ✓ Refusing to do work ✓ Aggressive play on the yard 	<ul style="list-style-type: none"> ✓ Bullying (repeated and persistent, threatening, intimidating or harming <u>behaviour</u>) ✓ Racist, <u>homophobic</u> or discriminatory <u>behaviour</u> (including name calling) ✓ Physically violent <u>behaviour</u> (fights or attacks on others) including biting <p style="text-align: center;">*****</p> <ul style="list-style-type: none"> ✓ Persistent and continual disruption of learning (<u>any</u> persistent amber <u>behaviour</u>) <p style="text-align: center;">*****</p> <ul style="list-style-type: none"> ✓ Refusal to follow important safety instructions including running out of class/school ✓ Constant refusal to do work ✓ Answering back or arguing with an adult ✓ Swearing at another person ✓ Making inappropriate comments related to gender, sexual <u>orientation</u> or appearance ✓ Making insulting remarks about another person's family members ✓ Disruptive <u>behaviour</u> including inciting disruptive <u>behaviour</u> of others ✓ Clear breach of school values despite reminders ✓ Deliberately unkind <u>behaviour</u> which leads to others feeling isolated or upset ✓ Escalation of dangerous play ✓ Threatening or intimidating <u>behaviour</u> ✓ Stealing ✓ Intentional spitting at/on someone

Appendix 3

Respect Compassion Determined Thinking outside the box

Evenlode Behaviour Blueprint: adults in our community.



'Always being our best, for ourselves and for each other'

As a whole school community, we follow our Evenlode Three Rules:

Safe, Ready, Respectful

Evenlode Primary School has the following behaviour expectations:

- To be **SAFE** with what we say and do and to feel **SAFE** in our school community
- To be **READY** for learning
- To be **RESPECTFUL** to others, at all times.

We expect all adults to adhere to 'Safe, Ready, Respectful' with all interactions in school.

I will say the right thing, to the right person, at the right time, in the right place, in the right way.

The relationships between parents/visitors and this school are greatly valued; partnership working is seen as enhancing the education of pupils in the school.

- Parents and visitors are welcome to come into school to discuss matters of concern with members of staff.
- All meetings held in school are by mutual consent.
- All meetings will take place in an atmosphere of mutual respect and trust.
- School staff and parents/visitors will act reasonably and responsibly in dealing with issues of concern.

Inappropriate language, threats or acts of aggression either in person or online towards staff will not be tolerated on these premises. Anyone behaving in such a way will be asked to leave; they may receive a ban from the premises and their behaviour may be reported to the police.

Resilient Inquisitive Positive Kind Happy