



Behaviour & Relationships Policy

St. Andrew's C of E Primary School

July 2019

Behaviour and Relationships Policy

Policy Statement

St Andrew's is committed to creating an environment where exemplary behaviours and relationships are at the heart of productive learning and our Christian ethos. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviours and encourage others to do the same.

Aim of the Policy

- To create a culture of positive and respectful relationships
- To ensure that all members of our school community are treated fairly and with respect
- To help members of our school community to develop the skills needed for self-control and a respectful attitude to others
- To encourage members of our school community to take ownership of their own feelings, thoughts, language and behaviour
- To encourage all to take responsibility for the consequences of their own actions
- To build a community which values kindness, care, good humour, resilience, respect and empathy for others

Purpose of the Policy

To provide simple, practical procedures for all staff, learners and the wider school community that:

- recognise and positively reinforce behavioural norms
- promote positive self-esteem and self-regulation
- model respectful behaviour through positive interactions
- ensure consistency in responses to any incidents where behaviour does not meet expected norms

The School Rules are:

- Be Ready
- Be Respectful
- Be Safe

How will staff be:

- They will model respectful behaviour (even in the face of disrespectful learners)
- They will build positive relationships and engage learners
- They will provide consistency in routines for behaviour and relationships in classrooms, around the site and when offsite in the role of school staff

Therefore, all staff, every day will:

- meet and greet learners and parents positively
- recognise, reward and acknowledge expected and 'above and beyond' behaviours throughout every lesson and beyond the classroom
- reinforce and refer to 'Ready, Respectful, Safe'
- be calm and allow 'take up time' when redirecting behaviours that do not meet expectations
- personally follow up on incidents every time, retain ownership and engage in reflective dialogue in a safe space for all parties
- never ignore behaviours which fall short of expectations

Every day school leaders will (in addition to the above):

- when required, stand alongside colleagues to support, guide and model adherence to this policy
- be a regular visible presence around school praising positive behaviours especially during transition times
- share good practice and celebrate success
- regularly review provision for community members who require support beyond the scope of this policy in time of crisis or need
- ensure staff training and mentoring is provided when required
- encourage adults and learners to take responsibility for reparations

Immediate ways to recognise behaviour that is ‘above and beyond’ expectations:

- Verbal recognition ‘Wow, thank you for doing ..., it was above and beyond my expectations.’
- Awarding of house points (from year 2)
- Same-day notes home (to be decided/design or buy?)

Examples of behaviours encompassed by the terms:

Ready	Respectful	Safe
<ul style="list-style-type: none"> - resources organised - listening attentively - engaged - open-minded - ready to make an effort 	<ul style="list-style-type: none"> - following instructions - completing work with pride and care - completing reading and home learning - working collaboratively - challenge respectfully - demonstrating equity and fairness - looking after the learning environment and resources - demonstrate tolerance of others - employing a calm manner - having patience 	<ul style="list-style-type: none"> - caring for others - recognising early warning signs in self and others - seeking help and support - avoid putting yourself and others at risk
Above and beyond		
<ul style="list-style-type: none"> - positive mindset - challenging yourself - having an enquiring mind - preparing for others - using your initiative 	<ul style="list-style-type: none"> - showing empathy - listening to other’s point of view 	<ul style="list-style-type: none"> - awareness of the safety of others - acting upon concerns

Steps and scripts for responding when behaviours fall below expected levels (low level disruption):

Stage	Action	Script
Redirection	gentle encouragement to conform, a small kind comment, a nudge in the right direction, a non-verbal cue	‘I notice...’ refer to another child’s expected behaviour Check in privately, ‘Is there a problem that I can help with...?’ ‘Super listening/focused work...’
Reminder	AFTER TAKE UP TIME	‘What do you think caught my

	A reminder of the rule, delivered privately wherever possible, making learner aware and possible consequences.	attention?’ ‘Bob, it’s not like you to be ____, can I help?’ ‘I am disappointed that ...’ ‘Do you remember... when you...?’ <i>positive example of prior successes</i> ‘Great to see you listening/working hard...’
Caution	AFTER TAKE UP TIME A clear verbal caution delivered privately wherever possible – give them a final opportunity to engage.	calm demeanour: ‘I need to see you...’ ‘I expect to see... in next x minutes.’ ‘Thank you for...’ NB <i>walk and talk</i> is an option if stressors are already in play’
Time Out 5 minutes maximum in safe space (not corridor)	Give a chance to reflect away from others, offer positive choice to engage. Step away and allow space to consider and make own choice to engage. Allow child to reengage in own time (within 5 minute limit)	‘I can see you are finding this difficult, it would be a good idea to have a thinking space away from the others – indicate space’ ‘You need to understand that every choice has a consequence. If you choose to come back and complete your work, that will be fantastic... If you do not, then xxx will happen. I will leave you to make your choice.’ ‘Thank you for...’
Internal referral	AFTER TAKE UP TIME Sending the child to another class to complete work (with note explaining task to be completed not focused on misdemeanour). In the receiving class:	‘I have heard what you said, now you must collect your things and go to xx and I will see you when your work is complete/at the end of this session’ ‘I would like you to sit here and complete your work quietly. Thank you.’
Reparation	A restorative meeting should take place before the next session. Keep informal, don’t sit behind a desk, focus on positive outcomes moving forward, not poor behaviour that caused meeting. Do not refer to secondary issues or behaviours that occurred as a consequence of original issue. Openly reflect/model questioning.	‘Thank you for...’ ‘How were you feeling?’ ‘How did ... make people feel?’ ‘How do you feel now?’ ‘What do you think we should do to put things right?’ ‘What do you think might help you to be ready to do things better next time?’ ‘Thank you for chatting to me about what happened, I am glad we have found a way to move forward.’ Positive praise in next session is important.
Formal Meeting (THIS STAGE IS	A meeting with a senior leader, the learner, the original member of	

UNLIKELY TO BE REACHED FOR LOW LEVEL DISRUPTION)	staff dealing with the issue and the class teacher which is recorded on CPOMs and results in agreed targets. This will be fed back to parents in the form of a note to advise of targets set and to invite further discussion.	
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NB It is not possible to skip steps or accelerate past 'take-up time' for repeated **low-level** disruption. During 'take up time' step away and engage positively with the class/other children. A short reparation meeting should take place after any Caution/Time out or Internal Referral. This is to repair trust and reaffirm the relationship between you and the individual.

Steps and scripts for responding when behaviours fall below expected levels (more serious incidents):

Consequence Remember that a middle or senior leader may support you in this discussion or another member of staff who has a pre-existing good relationship with the child	NB a time out for emotions to reset may be required before instigating a consequence - be patient and you will be able to be calm and effective. POSSIBLE CONSEQUENCES INCLUDE: Missing time with peers if behaviour has been unsafe or disrespectful Making realistic reparations to the victim(s)	'Can you tell me how this started...' (genuine listening not jumping to conclusions works best) 'I am concerned that you are not being safe/being respectful...' 'You need to understand that every choice has a consequence... you have chosen to so now I am going to...' 'Do you understand why I have decided this? Is there anything else you think we should do to make things right?' Thank you for...'
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NB elements of the Restoration Script may be useful for reflections in the consequence stage

Restoration	A restorative meeting should take place at the earliest opportunity following the consequence or even during the period of the consequence. Keep informal, don't sit behind a desk, focus on positive outcomes moving forward, not poor behaviour that caused meeting. Do not refer to secondary issues or behaviours that occurred as a consequence of original issue. Openly reflect/model questioning. The victim(s) may need to be involved in this, as your discretion.	'Thank you for...' 'How were you feeling?' 'How did ... make people feel?' 'How do you feel now?' 'What do you think we should do to put things right?' 'What do you think might help you to be ready to do things better next time?' Thank you for chatting to me about what happened, I am glad we have found a way to move forward.' Positive praise in next session is important.
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