Winterbourne Earls CE Primary School
Relationships and Positive Behaviour Policy

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Guidance on creating a climate for learning

A Restorative School, building and maintaining positive relationships through restorative practice:

At Winterbourne Earls Primary School we recognise that working together with others and trusting each other is a powerful way to make progress. The use of restorative practices within the school ensures we build and maintain positive relationships which will allow everyone to develop socially, emotionally and academically.

A restorative school embraces the importance of relationships for supporting emotional wellbeing, resolving conflict and preventing harm. Restorative practices are based on justice, equity, fairness and accountability; an approach guided by wisdom and embracing the Christian teachings of kindness, compassion, forgiveness, healing and reconciliation.

Restorative practices are delivered using restorative approaches. These are values-based and are seen as part of a culture that identifies strong, mutually respectful relationships and a cohesive community as the foundations on which good teaching and learning can flourish.

It is a solution-focused approach, helping those involved to learn how to change. Using these opportunities for personal development is a powerful means of self-improvement. The model also promotes healthy relationships, develops social and emotional understanding and enhances the thinking skills learners need both academically and socially.

Policy Statement

<u>Aim</u>

At Winterbourne Earls CE Primary, we aim to cultivate a calm, caring and nurturing environment. We want everyone to work together, to ensure our children, staff and parents benefit from a culture which promotes self-esteem, compassion and mutual respect, and which recognises rights and responsibilities of our learners, based upon trust. We ensure that excellent behaviour is a minimum expectation for all. Every member of our school community is valued for their individuality and this is reflected in this policy which emphasises our partnership approach to respectful behaviour.

This policy underpins our Christian values of Courage, Honesty, Respect, Inspiration, Stretching Our Learning and Thankfulness.

Our policy is supported by the evidence of best practice from the work of Paul Dix. Every member of staff has access to a copy of his book, 'Where the Adult Changes, Everything Changes' and this should be referred to in order to familiarise ourselves with the principles.

This practice underpins our approach to positive and inclusive behaviour, promoting an ethos of kindness and visible consistency in adult behaviour across the school. We aim to build relationships with children, showing an interest in their life and showing daily acts of care. Through our words and actions we encourage all of our school family to play their part and live out our vision statement:

'As each one does their part, we grow in love.' Ephesians 4 v 16

Key Principles of the policy

- Our approach to behaviour is clear, fair and consistent, based on nurturing principles and restorative practices
- Strong, healthy relationships are fostered, nurtured and valued
- 'Botheredness' or taking time to show genuine interest in a child is recognised as key to relationship building, and is a deliberate daily act, built into the teaching routine
- Children's experience of school should be safe, respectful, equitable and happy
- All staff have the tools to enable them to support and equip children with strategies to manage their own behaviour and build positive relationships with others
- A culture of exceptionally good behaviour is the expectation
- First attention is given to best conduct
- Children are supported in taking control over their own behaviour, and being responsible for the consequences of it
- Effort is recognised over achievement

We have three core rules:

Be Ready, Be Respectful, Be Kind

Our policy is underpinned by Paul Dix's Five Pillars of Practice:

1. Calm, kind, consistent adult behaviour
   All adults in school address poor behaviour in a controlled calm manner. Poor behaviour is never ignored rather it is dealt with without emotion using clear stepped boundaries. Language used is consistent and calm- simple and clear expectations are reflected in all conversations about behaviour.
   Consistently reinforced routines are evident in classrooms and all around the school, both inside and out.
   Calm and inclusive classroom approaches with everyone's opinions are valued and respected.
   Physical environment is calm, clutter free, accessible and with identified nurture nooks where required.

2. First attention for best conduct
   Clear simple guidance and expectations make our children feel valued and motivated to give their best.

"…the focus is on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible." Paul Dix

As well as using the language of 'Ready, Respectful and Kind' consistently, all adults will look out for children who go 'over and above' these expectations. Children will always be recognised for their effort over their academic achievement in the following ways:

- A recognition board in each class to encourage social or learning behaviours. The board will have a focus such as 'one voice' or 'kind words' and members of the class may nominate names to be added. The emphasis is on children working together as one team to achieve one learning behaviour, with an aim of all names on the board within a set time frame.
- We recognise and reward learners who go 'over and above'. Although there are tiered rewards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, rewards. 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.
- Positive notes home may be given by any adult to any child in school in recognition of their effort in going over and above. There is no set amount to be given each week/term, though the notes must be sincere to keep their value.
- Hot chocolate with the head will take place each Monday afternoon (where possible).

3. <u>Consistent relentless routines</u>

Research tells us that the best schools have a behaviour plan that is based on tight agreements, simply framed and relentlessly pursued. Our relentless routines are:

- Meeting and greeting
- Legendary lines with fantastic walking
- There, ready and on time
- Eyes on me

These routines will be consistent for all children in all classes, and pursued by all staff.

4. <u>Scripting difficult conversations</u>

Connection and clear communication are at the heart of good behaviour and relationship management. A scripted intervention aims to deliver a clear message, quickly and calmly, maintaining the dignity of the child involved. It also allows the adult to act without emotion. Scripted interventions are quick, efficient and predictable; the same language is used by all staff, and is familiar to the children. Scripts allow an intervention to take place immediately, and provide all staff with the tools to deal with behavioural incidents confidently and consistently. Unless further action is required, these incidents will not be revisited by the class teacher or senior leaders.

5. <u>Restorative follow up</u>

At Winterbourne Earls, we believe that nurturing and restorative practices are key to building positive relationships. Restorative conversations aim to help children realise how their behaviour impacts others, to teach what appropriate behaviour looks like, and to equip them with tools they can use to avoid a similar incident occurring in the future. Scripted restorative questions will be used to support these conversations. We aim to provide 'certainty' at the

classroom and senior leadership level with all staff taking responsibility for behaviour interventions: A Winterbourne Earls Team approach.

Stepped boundaries

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Adults should remain professional and calm at all times. When behaviour is displayed that falls below our high expectations, we will follow the stepped process, remembering that poor behaviour should always be corrected privately. It is important that all staff retain ownership when implementing these boundaries, with the knowledge that SLT may be called upon to offer support and show a unified consistency for children.

Step 1: Reminder A reminder of the 3 simple rules of Ready, Respectful, Kind.

Step 2: Caution A clear caution, making the pupil aware of their behaviour and clear communication of the consequences if they continue.

Step 3: Last Chance A final opportunity to engage. A 30 second scripted intervention should be used, plus two minutes owed if required.

Step 4: Refocus time A few minutes for the child to calm down, breathe and compose themselves.

Step 5: Repair A restorative conversation; this may be informal or a more formal meeting, depending on the need of the child in each situation.

Responsibilities

The Governing Body will support and uphold the high standards of behaviour required by pupils to ensure quality learning experiences and the development of positive relationships.

The Headteacher will take responsibility for the good order and discipline of the school, ensuring clear boundaries and expectations are established, modelling calm, kind and consistent behaviour. Where needed, resources will be deployed appropriately.

The ELSA team will liaise with the Headteacher and teaching staff to support pupils and communicate with parents where needed.

All teachers will lead, manage and model appropriate behaviour management strategies, supporting all staff to become autonomous in their management of behaviour.

All teachers will set high expectations for pupil behaviour, establishing and maintaining a good standard of discipline through focused teaching and through building and maintaining positive and productive relationships.

The teacher will ensure that suitable programmes are planned and developed which are appropriate to individual needs and entitlements for students with SEN and the SENDCo will liaise accordingly with

specialist external agencies. We also understand that for some children, bespoke positive behaviour plans may need to be provided.

Expectations:

All Adults

We expect every adult in our school community to:

- Establish a positive relationship with pupils and parents
- Demonstrate a level of care and respect for all pupils
- Act justly and fairly and be seen to do so
- Deal promptly and personally in matters which affect the quality of teaching and learning and the personal development of the individual
- Meet and greet each child at the door
- Use the consistent language of 'Be Ready, Be Respectful, Be Kind' at all times
- Model positive behaviours and focus on building relationships, especially with key children for whom relationships are a challenge
- Where excellent behaviour is not seen, remain calm and give a child 'take up time' when going through any steps, explaining clearly any choices, chances and possible consequences
- Follow up every time, retain ownership and engage in reflective dialogue with children
- Never ignore or walk past children who are not meeting expectations of behaviour, reinforcing the Winterbourne Earls Team approach

Senior Leaders

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

Senior leaders will:

- Meet and greet children and family members at the main entrances at the beginning of the day
- Refer to 'Be Ready, Be Respectful, Be Kind' at all times
- Be a visible presence around the school , especially at transition times
- Encourage the use of relentless routines, positive notes and positive phone calls
- Never ignore or walk past children who are not meeting expectations of behaviour
- Celebrate staff, leaders and children whose effort goes above and beyond
- Regularly share good practice
- Engage with staff to support learners with more complex needs
- Support staff in restorative conversations
- Ensure staff training needs are identified and targeted
- Offer a listening ear to any staff member or child in need

Parents/Carers will be encouraged to:

- Support independence, self -discipline, resilience and to show an interest in all that their child does in school

- Foster good relationships with the school and support the school in the implementation of this policy, using key language of 'Ready, Respectful and Kind' when discussing school
- Make children aware of appropriate behaviour in all situations and have high expectations of their own child's behaviour
- Support with homework (extenuating circumstances will always be taken into account)
- Develop children's pride in their work
- Work with the school positively in partnership to address any behaviour or academic issues
- Demonstrate how the ethos of our school is relevant and can be applied to other situations
- Be a role model for the way in which children act

30 second intervention

a. Gentle approach, personal, non-threatening, side on, eye level or lower.
b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
c. Tell the child what the consequence of their action is e.g. who it is affecting and how. Refer to previous good behaviour/learning as a model for the desired behaviour.
d. Walk away from the child; allow him/her time to decide what to do next. If there are comments, as you walk away, do not react or respond. Write them down and follow up later.

- Recognise the impact of factors such as sleep and diet on children's behaviour
- Speak highly of teachers/school staff at home
- Share when a child goes 'above and beyond' at home
- Continue with a degree of ongoing relevant learning during the school holidays

Classroom guidance:

- Engagement with learning is always the primary aim. For the vast majority of children, a gentle reminder or nudge in the right direction is all that is needed.
- Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Focus on and praise the behaviours you want and expect to see.
- Address negative behaviours non-verbally and follow up later using 'Ready, Respectful, Kind' as a basis for discussion. Sometimes a simple reiteration of expectations without discussion is all that is required.
- All children must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.
- We resist endless discussions around behaviour and spend our energy returning children to their learning.

Practical steps in managing and modifying poor behaviour:
Children are held responsible for their behaviour.
Staff will deal with behaviour without delegating where possible.
Staff will use the steps in behaviour flowchart for dealing with poor conduct.

Staff will use these steps to clarify expectations and set clear boundaries to make the children feel safe:

- *The flyby:* A quick and quiet reminder of the instruction and the expected behaviour you are looking for.
- *The reminder:* A reminder of the expectations for children; Ready, Respectful, Kind delivered directly to the child. The teacher makes them aware of their behaviour. The child has a choice to do the right thing.
- *The warning*: A clear verbal warning delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue. The child has a choice to do the right thing. Children will be reminded of their good previous good conduct to prove that they can make good choices. Scripted approaches at this stage are encouraged.
- *The time-out*: The child is asked to speak to the teacher away from others; Boundaries are reset; Child is asked to reflect on their next step. Again they are reminded of their previous positive conduct/attitude/learning. The child is given a final opportunity to re-engage with the learning/follow instructions.
  Children should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.
  If the step above is unsuccessful or if a child refuses to go to 'take a time out' then the child will be asked to leave the room. If appropriate, a member of staff will escort the child to a workspace outside the office in the foyer. Otherwise, a different child will be sent with a red triangle to the office/head to request support.
- *The Restore*: Once the child has had time to reflect, a 2 minute restorative conversation will be held with the learner. This may be at the beginning of break/lunch time when the other children are not present to discuss how they are going to restore the relationship or resolve the disruption to their learning. (See possible consequences the teacher may choose to put in place with the child)

Impact

We expect the impact of this policy to be evident in the relationships between adults and children. The language of Ready, Respectful, Kind should be used naturally and understood throughout the school environment, and adults should strive to show relentless 'botheredness'. As a result of building positive connections and nurturing strong relationships, our school should be a calm, safe environment with a culture of exceptionally good behaviour.

Monitoring

As this policy presents a new approach to relationships and behaviour for our school, it will be revisited – and if necessary, revised - termly throughout the year. The views of parents and children will be collected and Governors will monitor the impact and effectiveness of the new approach.