

Courthouse Green Primary School

'Doing our best to be our best'

Relational Behaviour Policy

'Visible consistency with visible kindness allows exceptional behaviour to flourish'

'In a world where you can be anything, be kind'

At Courthouse Green, all children should have a safe and happy place to learn, to do this we aim for all children to demonstrate impeccable behaviour at all times, both in and out of the classroom. Our aim is for children to learn to manage their own behaviour and to be responsible for their own actions.

The Five Pillars of Practice underpin everything we do:

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow-up

Because **we promote a climate of kindness and want the best for each and every child**, we expect everyone in school to act as role models promoting our core values:

- *Act with kindness,*
- *Work with pride*
- *Be resilient*
- *Collaborate together*
- *Strive to improve*
- *Take responsibility*

These values are used consistently across the school and children are taught through assemblies, themed curriculum and PSHCE lessons how to demonstrate these values at different ages and in different places, in and out of school. All classrooms have the **values displayed** and they are regularly referred to as part of the children's learning. Children are praised for demonstrating the core values.

Developing Relationships

Our school's kind, caring, ethos underpins all that we do to ensure that school is a place of safety and a positive learning environment for all children. All adults in school invest in building relationships with the children they work with.

Relationships are built through:

- Consistent caring adult behaviour
- Clear high expectations for behaviour and learning

Consistent routines and practice in all areas in school

Value Gems

Good and expected behaviour must be role modelled and promoted by all staff at all times. Around school children should be given regular, specific praise for **excellent** behaviour. Our school reward system is **Value gems**.

Core Values Champion

Every week each class will nominate a **Values champion** to a child who has shown **excellence** in demonstrating the core values. A child in the class will explain why that child has been chosen, in assembly, and the child will receive a sticker, a certificate home to parents and they will be added to their classroom display.

Recognition board

- In all classes positive behaviour is promoted, expected and encouraged through the use of a whole class target for an excellent behaviour for all to strive towards and children collaborate for all to achieve.

Class Pride Box

The class pride box is for adults and children to celebrate when children have gone 'over and above' to show the core values in school.

Established routines that maximise learning time:

To develop the effective use of routines across the whole school we have adopted key routines:

- Hand held up for children to stop
- My turn, Your turn signal
- Turn and talk to your partner signal
- 1,2,3 for moving to tables in silence

SETTING HIGH EXPECTATIONS

In all areas in school children are reminded to:

Work with Pride, Walk with Pride and Play with Pride

Responding

To support children to make the right choices and to learn to self-regulate their behaviour we use the saying **Stop, think, do**

All classes have their own calming Thrive area for children to use to aid self regulation, children are taught to use these resources and to understand how this is helping them be ready to learn again. Through thrive time children are taught breathing techniques, mindfulness and calming strategies. Children are able to access the sensory room if this is needed to support regulation and a readiness to learn.

Calming

All staff are expected to use the Vital Relational functions (as part of our Thrive strategy) to support children whilst addressing unregulated behaviours. This provides co regulation through the support of predictable and emotionally regulated adults.

The Vital Relational functions (VRFs) are:

- Attune: Be alert to how the child is feeling.
- Validate: Validate their perspective/experience/feeling. Validate the feeling not the behaviour.
- Containment: Catch it, match it and digest it by thinking about it out loud and offering it back, named, in small digestible pieces. Make the experience manageable.
- Calm/ Soothe: demonstrate emotional regulation by soothing and calming their distress, enabling them to address the behaviour.

Red Card system

If a child is showing dangerous behaviours or is not following an adult's instruction then all teachers have a red card to request additional adult support.

REPAIRING

Lunchtime reflection

Children who receive a lunchtime reflection will

The lunchtime reflection session is a circle time approach to:

- Understand the impact of the behaviours they have shown
- Be supported children to take responsibility for their own behaviour
- Know how to repair the impact of their behaviours
- Have positive strategies to improve their future behaviour.

This is led by teachers and senior leaders.

Reflection Questions- these are the 5 focus questions for reflection. Tell me...

1. What happened?
2. What were you thinking and feeling- before, during and after?
3. How do you think it has made the other person/ people feel and think?
4. What could you do differently in the future?
5. What should we do to put this right?

Restoring

It is essential that all adults in school reflect on the behaviour of the children they are working with and try to identify any underlying causes of areas of poor behaviour. We believe that behaviour is a communication of need or circumstances so adults need to understand how a change to provision or practice for the group or individual could help improve behaviour.

Consequences may include:

- Additional reflection sessions
- Loss of extra- curricular activities/ any privileges
- An improving behaviour plan
- An internal exclusion where a child will work in school but not in their own classroom.
- Exclusion for a fixed period of time (1 to 5 days)

Internal exclusion:

To support children who are presenting challenging behaviours in the classroom children may be temporarily moved to work in a separate area of school. The aim is to ensure they understand the acceptable behaviours that are needed to learn t to support children to make good behaviour choices at lunchtimes.

If the behaviour continues after time out or if it is felt it is not safe for the child to stay on the playground the child may be taken to reflection. They should be clearly explained to the child. If a child will not cooperate or their behaviour is dangerous then a learning mentor or senior leader will be called to support.

Reporting to Teachers

Lunchtime supervisors are expected to deal with behaviour issues that occur at lunchtime but any rough, aggressive or unkind behaviour must be fed back to the teacher or learning support assistant at the end of lunchtime.

ALLEGATIONS

Malicious Allegations against staff

Any allegation against staff will be fully investigated by the Headteacher and if the allegation is found to be malicious consequences will be put in place that may include any of the above level 4 consequences and may lead to exclusion.

PHYSICAL CONTACT

On rare occasions, it may be necessary to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. This may be to control a situation by standing between children who are going to fight or leading a child by the arm to remove them from a situation. Restraint may need to be used to prevent a pupil from attacking a member of staff or another pupil, or to restrain a pupil at risk of harming themselves through physical outbursts.

Physical intervention should be avoided where possible and other strategies should always be used if possible. It is essential to never use any more force than is necessary and to try to ensure there is no physical injury to the child or staff member. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Any incident involving physical intervention is a dangerous incident and full details of what happened and the intervention used should be logged and reported to Head/ Deputy head teacher.

When a child needs to be handled we follow our school policy (**see Handling Policy**). If required, a Handling Plan will be created with parents to safe guard child and staff well being.

A shortened version of this policy is available to parents.

Policy approved: October 2021

Policy to be reviewed: October 2023