

# Shavington Primary School



## Behaviour & Relationship Policy

## Aims

### We follow the TLP Trust aims

To foster safe, high-quality educational environments

- To have a focus on positive relationships
  - To be understanding and support students' needs
  - To provide an environment where all students and staff can thrive
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## Behaviour Principles

We follow the TLP Trust principles for behaviour management:-



The Learning Partnerships' approach to supporting schools in effective behaviour management is underpinned by six core principles:

**Calm Adults:** The importance of adults within the school community consistently modelling calm, respectful, and empathetic behaviour. This sets the foundation for positive relationships.

**High Expectations:** Setting high standards and expectations for behaviour is essential.

**Praise Best Conduct:** Prioritizing and rewarding positive behaviour through praise and recognition, creates a positive atmosphere within the school.

**Routines and Structures:** Clear rules, routines, consequences and systems should be established to maintain a structured environment that minimizes disruptions and provides a sense of security for students.

**Uniform Responses:** Responses to challenging behaviours are uniform and based on established guidelines, which is beneficial in promoting a predictable and supportive environment for students.

**Effective diagnosis:** The thorough investigation of all possible triggers to the child/young person.

**Shavington recognise the following for effective behaviour management:-**

**Behaviour is taught:** behaviour will be explicitly taught, and instructional methods will be used to convey behavioural expectations effectively.

**Consistent Application:** Consistent application of rules, routines, and expectations is vital for creating habits of positive behaviour

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## Relationship development

We recognise the importance of positive relationships in behaviour management of pupils. Staff recognise the importance in learning self-regulation strategies, and modelling these with our children, so that they are taught strategies for dealing with our big emotions in life. Self-Reflection and Restorative Practices: 'Lessons Learned' exercises are carried out routinely to support self-reflection, in order to, inform future responses and the use of restorative practices, is encouraged to resolve conflicts and restore relationships when issues arise.

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## Our 3 school rules (KSR)

We have three simple rules We are **Kind, Safe and Ready**

### Kind:

We use kind words both face to face and on-line  
We listen when other people speak  
We look after school equipment  
We look after other peoples things  
We understand that all people are different and we celebrate our differences

### Safe:

We move around school safely  
We walk on the left  
We follow instructions and keep ourselves safe  
We tell somebody if we see something that we are worried about online  
We tell somebody if we think somebody is in danger

## **Ready:**

We are ready to learn  
We arrive at school on time  
We wear the correct uniform and PE kit  
We are ready to listen  
We are curious and ask questions  
We are ready to try our best

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## **Pupils are responsible for:**

- Following the rules of the school
- Ensuring they let an adult know if they are concerned or worried about behaviour.

## **Pupils want teachers and staff to:**

- Give them a 'fresh start' every session;
  - Help them to learn and feel confident;
  - Be just and fair.
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## **Staff are responsible for:**

- Planning lessons that engage, challenge and meet the needs of learners
- Recognising that all behaviour is a form of communication
- Not shouting as a form of behaviour management
- Greeting children in a positive way every morning
- Using positive recognition boards throughout every lesson
- Creating learning environments ready for different types of learning
- Being constructive, reinforcing and celebrating positive behaviours
- Using KSR (Kind, Safe & Ready) to reinforce positive behaviours using scripts
- Using 5,4,3,2,1 ready to gain the classes attention
- Never ignoring or walking past learners who are not following school rules
- Using restorative consequences for unwanted behaviours
- Informing parents where there are concerns around behaviour/s
- Being a positive role model
- Modelling using "time out" if they become dysregulated (ie angry or emotional)
- Using restorative consequences for unwanted behaviours
- Monitoring the behaviour of all pupils in class and report any significant incidents or concerns using the CPOMS system;
- Monitoring the impact of additional intervention and outside agency involvement on pupils in class and how it affects their readiness to learn;

- Where pupils have a significant level of social, emotional or mental health needs, staff will adhere to the guidance of any risk assessments or outside agency advice that is collated and shared by the SENCO and/or the safeguarding and learning mentor.
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**Parents are responsible for:**

- Supporting their child to follow the rules of the school;
  - Modelling positive behaviour;
  - Informing the school of any changes that may impact their child's behaviour;
  - Supporting the school, when necessary, with the implementation of consequences and behaviour plans.
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**The Headteacher and senior leaders are responsible for:**

- Taking time to meet and greet pupils and parents at the start of the day;
  - Being a visible presence around the school;
  - Celebrating learners whose effort goes above and beyond;
  - Sharing expectations whole-school;
  - Supporting staff in returning learners to learning;
  - Encouraging the use of positive phone calls and notes;
  - Monitoring the impact of this policy and review when required;
  - Reporting on the effectiveness of this policy to Governors;
  - Ensuring staff access appropriate training and/or coaching regularly;
  - Regularly discussing behaviour as part of the weekly safeguarding review meetings;
  - Monitoring any behaviour which may be causing concern across the school and take appropriate action to ensure that any impact on learning is minimised;
  - Engaging with families through person centred planning approaches whereby the needs of the child are placed at the centre of all decisions made;
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**The Governing Body is responsible for:**

- Monitoring the implementation and effectiveness of this policy;
  - Scrutinising data presenting to the governing body regarding behaviour and safeguarding;
  - Holding the Headteacher to account for the implementation of this policy;
  - Ensure that the school complies with all equalities legislation;
  - Handling complaints regarding this policy, as outlines in the school's Complaints Procedure Policy.
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## Rewards

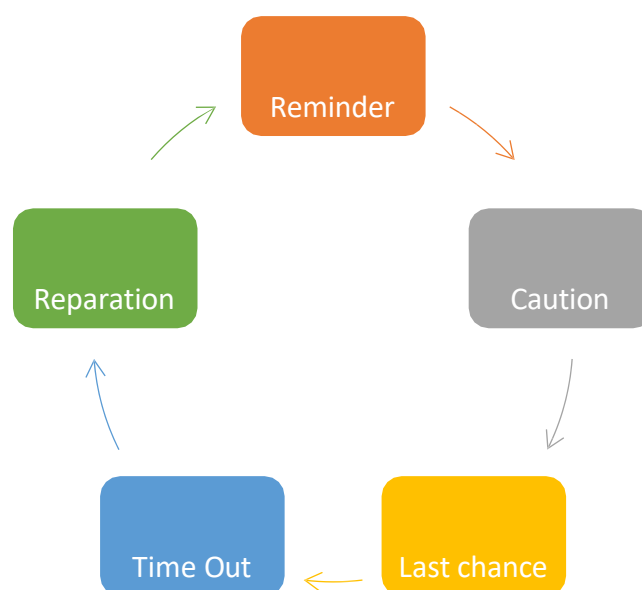
Staff will use a range of positive rewards including :-

- Praise within the class
- Informal talks to parents
- Public commendations (assemblies, sharing great work with other adults)
- Stickers linked to the BLP animals
- Star of the Week – shared in Friday assembly
- Displays of pupil work
- Team points linked to:  
Golden Hind – Yellow  
Mary Rose – Red  
Mayflower – Green  
HMS Victory - Blue
- Stronger together award – one class chosen each week announced in Friday assembly and class reward on the Monday (eg extra play)
- Recognition ladder in each classroom for individuals who are prompt and smart or go over and above expectation. These points will be shared with parents on Arbor within 48 hours.

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We believe that it is important to make clear that certain behaviours are unacceptable. We believe that consequences should be fair and consistently applied to support self-regulation and should be embedded in restorative justice approaches.

Initially, it is the responsibility of the class teacher to apply fair, clear and consistent sanctions in the classroom. Staff will use this cycle to deal with undesirable behaviour:



<b>Stage</b>	<b>Action</b>	<b>Possible Script</b>
Reminder	A reminder of our three simple rules – Kind, safe, ready delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.	“Do you remember what you’re supposed to be doing? Can you tell me what you should be doing now?”
Caution	A clear verbal warning delivered privately wherever possible, making the learner 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 good previous good conduct to prove that they can make good choices.	“Think carefully about your next step...” “I’ve noticed you are not following our rule of being... I need you to...I know you can do this; be the best you can be.” “Thank you for...” “stop, think, ....make the right choice” “Do you need to take a movement break?”
Last chance	Continue speaking to the learner privately, calmly with a gentle approach, side-on at eye level or lower – non-threatening. Give them a final reminder to engage and do the right thing in class. State the behaviour you need to see and clearly outline the consequences if they continue.	<ul style="list-style-type: none"> <li>• I have noticed that you are...(having trouble getting started, wandering around etc.) right now.</li> <li>• At Shavington , we... (refer to the 3 school rules – Kind, Safe, Ready )</li> <li>• Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time).</li> </ul>

Time out	At this point, the learner will have time out in a designated class (within the phase), unless an individual behaviour plan specifies something different. Once in the receiving class, the child should work quietly and independently and, when the lesson has finished, they will return to their class. This needs to be recorded on CPOMs and a reflective conversation needs to take place upon returning.	“I’ve already given you your final reminder. You are still...I now need you to go to ..... Please take your book/work with you.”
Reparation	At the next possible break/lunchtime, or as soon as possible afterwards a restorative conversation MUST take place with the class teacher and child or the two children concerned, using the restorative questions. (SLT can support where required).	The aim is to repair and rebuild relationships using a range of restorative questions:  <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time?</li> <li>• What have you thought since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected?</li> <li>• How have they been affected?</li> <li>• What should we do to put things right?</li> <li>• How can we do things differently in the future?</li> </ul>
<p>If a child has two incidents in a week requiring reflection the class teacher must inform parents. This must be recorded on CPOMS.</p> <p>If a child has three or more incidents in a week (or regular incidents) requiring reflection, a meeting with SLT and parents/carers will be arranged and a behavior contract will be put into place. This must be recorded on CPOMS.</p> <p>If a child physically assaults an adult SLT must be informed straight away to decide the consequence.</p>		
Break time incidents	<p>If an incident occurs at break or lunch time that does not reflect the school rules, the adult on duty will issue a warning and time out (walking with them) if needed.</p> <p>If a more serious incident occurs, for example, a physical altercation, a member of SLT will decide on the consequence which may include missing playtimes or internal exclusions depending on context.</p>	



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## **SEN and Mental Health Awareness**

This policy accepts that 'rubber-boundaries' may be needed for pupils whose significant additional need means that they cannot follow the mainstream expectations of the school.

For most children, most of the time, the above is sufficient, particularly as they learn that the ideal form of discipline is self-discipline. However sometimes we have to take further steps for the sake of the child and his or her peers.

Our Behaviour and relationship policy acknowledges our schools legal duties under the equality act 2010, in respect to safeguarding and in respect of pupils with special educational needs (SEN). Any of our children who have been identified with SEN may have specific behavioural traits. We will endeavour to liaise with parents and other agencies in such cases to ensure behaviour and consequences are in line with specific SEN needs and or medical conditions. These will be taken into consideration in any individual plan/RAMP/behaviour contract or risk assessment.

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## **Anti-Bullying**

### **Anti-bullying procedure – please refer to the Anti-bullying policy**

**Adult definition** – to be used for identification and analysis

Is it bullying or just a fall out?

We adopt the TLP Trust use the following definition to define and analyse bullying. There are three agreed defining features of bullying:

- the person being bullied is targeted by an individual or group on a regular basis
- there is intention to harm or humiliate
- there is a power imbalance, the person who is being bullied is fearful of those targeting them

When all of the above are happening, it is highly likely that this is a bullying situation.

### **Pupil definition**

STOP- **S**everal **T**imes **O**n **P**urpose

With the children we use STOP to help them to understand the difference between falling out and bullying.

When an adult child or parent is worried that bullying could be occurring they follow the following procedure.

- 1- Record the concern fully on cpoms
- 2- Collect all of the information for the person who feel that they are being bullied
- 3- Collect all of the view points of the people who are suspected of bullying
- 4- Refer back to the adult definition of bullying

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### **Safe touch; Positive Handling**

We are committed to encouraging our pupils to make positive behaviour choices. We aim to avoid the need for physical intervention and regard this as necessary in only very few situations. However, on rare occasions, persistent negative behaviour may result in a situation that requires some form of physical intervention from adults in order to keep everyone safe and able to learn.

Reasonable force may be needed to prevent pupils from disrupting good order and discipline, injuring themselves or others or damaging property.

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### **Assessment and monitoring**

The use of The Boxall Profile will be used as part of behaviour, Plan, Do, Assess and Review cycle of behaviour.

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### **Exclusions and Suspensions**

In rare and extreme circumstances where there are serious concerns around the safety and wellbeing of pupils and or staff or where there are persistent breaches of the school rules , the Principal may make a difficult decision to suspend a pupil from the school for a fixed period of time. Suspensions and exclusions are reported to the LGB through the Principals reports.

This decision will not be made lightly and will be made in line with the principles of administrative law, i.e. that is: lawful (with respect to the legislation relating directly to exclusions and a schools wider legal duties, including the European Convention on Human rights and the Equality Act 2010); rational; reasonable; fair; and proportionate. The DFE guidance [Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](https://www.gov.uk/guidance/suspension-and-permanent-exclusion-guidance-september-2023) will be followed.