

# Shavington Primary School



## Behaviour & Relationship Policy

Written by the staff & children at Shavington Primary School

Reviewed: February 2023

Signed: \_\_\_\_\_(Chair)

Signed: \_\_\_\_\_(Principal)

## **Rationale**

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A key feature to establishing a positive learning environment is for all school members to understand and embrace relational principles. When we model positive and effective interactions, a message is sent that we value relationships and when we hold true to relational principles during stressful times, we create a powerful teaching and learning moment.

How staff respond to the minute-by-minute problem solving events that occur throughout the school day demonstrates to pupils and others what they really value. This is as much about the everyday communication between staff and pupils and between staff and staff, as it is about responding to dysregulated behaviour.

These principles mean that in our school we focus on developing and supporting positive relationships, and we take a relational approach to everything we do and to how we respond when things go wrong. This approach requires us to think about how we are building and supporting relationships in the school communities and learning how to be inclusive and accommodating of everyone and their needs, leading to processes that are culturally responsive.

This is a statement of principles, not practice: Shavington Primary School takes responsibility for its behaviour and relationship policy, whilst considering the guidance in DfE publication Behaviour and Discipline in Trusts: a guide for Chief Executives and trust staff. These principles are based on an understanding of trauma informed practice and the work of Paul Dix and Dave Whitaker.

### **Principles:**

- Consistent, calm, adult behaviour
- First attention for best conduct (focus on positives)
- Relentless routines
- Scripting difficult interventions
- Restorative follow-up

## **Our School Aims**

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- To engage, inspire, excite and motivate all children.
- To lead by example through celebrating success and learning from mistakes.
- To encourage an enquiring mind through challenge, exploration and risk-taking.
- To foster excellent relationships with families and our community.

### **Our school is invested in supporting the very best possible relational health between:**

Parent and child  
Child and child  
Child and school staff  
Parent and school staff  
School staff and Senior Leads  
School staff and external agencies

## **Our Mission Statement**

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To provide a nurturing culture which celebrates and develops individuality, providing opportunities for all to achieve their full potential as lifelong learners.

## **Building Learning Power (BLP)- Our Learning Muscles**

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**In our school we have 4 animals who help us to be the very best version of ourselves.**

‘Term on term, year on year, a BLP school breeds young people who are more curious, more willing to take a risk and give it a go, more imaginative, more creative, more thoughtful more ready, willing and able to learn with and through others. It’s developing this adventurous spirit that counts’.

Professor Guy Claxton, originator of BLP

### **What is Learning Power?**




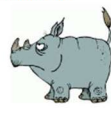
Building Learning Power (BLP) is an approach to learning that we have implemented at Shavington Primary School. This approach was created by Professor Guy Claxton. It is based on the idea that we are all capable of becoming better learners. BLP applies this idea directly to the work of teachers in the classrooms, to provide a practical framework for fostering lifelong learning in all young people.

### **Key Principles of BLP**

- It is a learning culture that encourages children and teachers to become better learners
- It allows children to approach difficulties in learning without fear of failure.
- It allows the children to take small steps within learning.
- It develops confidence.
- It is not additional to teaching but should be grounded within everyday teaching and learning.
- It gives clear labels for the children to use to develop understanding of learning processes.

We believe that BLP is beginning to allow us to develop a common language for learning across the school. The language is used in all classrooms, with all children. This helps everyone talk about understanding learning to learn. We hope that this understanding will begin to spill over into life outside school, where you will be able to reinforce the ideas by encouraging the children to use their learning language in their everyday lives. The idea is that the four dispositions (4 Rs) are like a group of "learning muscles". Just as we can build our physical muscles with the right kind of exercise, learning muscles can also be developed and can grow in strength and stamina. It is these we are aiming to develop in the children.

### What BLP looks like at Shavington Primary School

<p><b>Reflectiveness</b> The Tortoise</p> <p>The Tortoise teaches us to be reflective in our learning, to think about ourselves as learners. To improve our work to make it the best it can be. The Tortoise helps us to be reflective learners.</p> <p><i>Reflection Self-Awareness</i></p> <p><i>Understanding Evaluation Aspiration</i></p> <p><i>Independence Determined Thinking</i></p>  <p><i>Evaluating Self-Aware Focused Questioning</i></p> <p><b>This learning muscle is about learning to reflect on our learning so we can make it better!</b></p>	<p><b>Resourcefulness</b> The Beaver</p> <p>The Beaver teaches us that learning involves different learning styles and strategies. The Beaver teaches us that we can use different resources and strategies in our learning. The Beaver helps us to know what to do when we are stuck.</p> <p><i>Responsible Exploration Imagination Choice Questioning Problem Solving Experimentation Resourcefulness</i></p>  <p><i>Reasoning Risk Taking Researching Organising Exploring Reasoning Methodical</i></p> <p><b>This learning muscle is about knowing what to do when we are stuck with learning!</b></p>	<p><b>Reciprocity &amp; Relationships</b> The Ant</p> <p>The Ant teaches us that learning can be done working with others as well as working independently. The Ants help us to learn from and with others.</p> <p><i>Communication Interdependence Team work Sharing co-operation friendship</i></p>  <p><i>empathy Independence Relationships Listening Choices Supporting Imitating Encouraging Observing Collaboration</i></p> <p><b>This learning muscle is about learning to work in different ways!</b></p>	<p><b>Resilience</b> The Rhino</p> <p>The Rhino teaches us to be resilient in our learning. That making mistakes and getting things wrong can help us to learn. The Rhino helps us to understand that we shouldn't give up when the going gets tough!</p> <p><i>Courage Self-Belief Problem Solving Bravery Determination Risk Taking</i></p>  <p><i>Managing Distractions Persevering Observing Focus Positive Realistic Resolute</i></p> <p><b>This learning muscle is about not giving up!</b></p>
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## **Our 3 school rules (KSR)**

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Kind, Safe & Ready

In order to achieve the schools aims and mission statement, and in line with our vision, values and beliefs around behaviour and relationships it's crucial that all stakeholders hold a shared understanding of our approach to behaviour and relationships and the way we do this in our school.

## **Expectations in our school**

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Everyone is expected to:

- be honest.
- be respectful to the rights and property of others
- be unique and value difference – we are a No outsiders school where everyone is welcome.
- be kind.
- be responsible for our own actions.
- be able to identify emotions leading to self-regulation.

In our school we will not accept:

- bullying
- racism
- cruelty
- fighting or violent play
- vandalism (the deliberate defacement or damage of any property, be it school's or personal).

## **Bullying**

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Shavington Primary school adopts the DfE guidance which defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to).

We adopt the STOP (Several Times on Purpose) approach to identify and monitor incidents of bullying.

Bullying of any sort is not acceptable in our school and we have a separate Bullying prevention Policy.

## Role of Staff

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Staff at Shavington Primary School will:

- recognise that all behaviour is a form of communication.
- not shout as a form of behaviour management
- greet children in a positive way every morning.
- create learning environments ready for different types of learning.
- be constructive, reinforcing and celebrating positive behaviours.
- Will use KSR (Kind, Safe & Ready) to reinforce positive behaviours using scripts.
- use restorative consequences for unwanted behaviours.
- inform parents where there are concerns around behaviour/s.
- be a positive role model.
- Model using “time out” if they become dysregulated (ie angry or emotional)
- Use restitutive consequences for unwanted behaviours

Some examples of scripts used within our school to support positive relationships and behaviour.

Instead of this... Try this...	
I wasn't expecting that from you	<ul style="list-style-type: none"><li>• Is there anything that is on your mind?</li></ul>
Calm down	<ul style="list-style-type: none"><li>• You seem upset, are you ok?</li><li>• Just have a moment – when you are ready I will come to you and help</li><li>• I can see you are sad/angry/upset I am here to help</li></ul>
Sit still	<ul style="list-style-type: none"><li>• Show me that you are ready to learn</li><li>• Show me kind sitting</li></ul>
Why have you forgotten your reading book?	<ul style="list-style-type: none"><li>• Don't ask questions that they will feel shame for</li><li>• Talk to parent and child – noticed that haven't had reading book/PE kit can I help ?</li><li>• Some parents use set routines – would it help to share them with you?</li></ul>
What have you done that for?	<ul style="list-style-type: none"><li>•What is going on with you, should we talk?</li><li>•Lets take a walk</li><li>•Lets talk that through when you are ready</li><li>•What will help to make it better?</li></ul>
Weren't you listening the first time?	<ul style="list-style-type: none"><li>•Child may have closed down and ability to engage is not the same – other things/strategies that we can do to help</li><li>•Maybe have given them too much information, use a visual</li><li>•Is there a model we can copy</li></ul>

## Role of Parents

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Parents of children at Shavington Primary school will:

- ensure that pupils arrive at school on time and suitably clothed, in line with our school uniform, and equipped for learning.

- ensure that pupils are collected from school at the appropriate time
- support the school's vision, values and ethos.
- Reinforce our 3 school rules; Kind, Safe Ready (KSR)
- show as much interest in their child's education as is realistically possible
- inform the school of any concerns or worries they may have promptly and constructively

## Rewards

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We all feel more comfortable in an environment where we are regularly encouraged, and our strengths recognised.

Our behaviour and relationship policy focuses on the positives. Recognition of children performing well. We are always striving to increase children's self-esteem, supporting them to learn how to self-regulate behaviours.

Positive behaviour and work is rewarded in many different ways taking account of the age of the child.

Rewards may include.

- ✓ praise within the class,
- ✓ informal talks to parents
- ✓ positive notes sent home (postcards / e mails / phone calls)
- ✓ public commendations (in assembly for example)
- ✓ prominent displays of children's work
- ✓ taking work to show another member of staff.
- ✓ taking work to the principal or vice principal to share and celebrate

The key to a successful system is not so much the different rewards in use but rather that children are made to feel special when they have done their best. This is the underlying principle of our attitude to learning. We adopt a Building learning power model within our school. This is rooted in 4 animals; The Rhino, (Resilience) The Tortoise, (Reflection) The Beaver (Resourcefulness) and The Ant (Reciprocity- team work). All our building learning power animals are integral to all elements of school life and are used daily to reinforce learning in all areas of school life.

## Team Points

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All children in the school are put into one of four teams. Children from the same family will be in the same team. These teams are all ships as there was once a HMS Shavington.

- Golden Hind- Yellow
- Mary Rose- Red
- Mayflower-Green
- HMS Victory-Blue

During the week children can collect team points for their team. These can be given by any staff member for various reasons e.g., positive mindset, attitude, behaviours, demonstrating the 4 learning muscles and their qualities, being ready to learn, effort, kindness, being safe, achievements etc. At the end of the week the year 6 prefects collect the team points from each class. The team points are then exchanged for laminated sailors which are then awarded to each team depending on the number of team points collected. The sailors are then placed on their respective ships for all to see. In our Friday Special Mention Assembly, the team points are read out and we celebrate the teams' achievements. At the end of each half term the team with the most sailors wins. The winning team is rewarded with a non-uniform day. This is usually the last Friday of each half term. This is also shared with parents via our weekly Friday newsletter.

### **Sticker Books**

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Each child has a red Shavington school sticker book. The children can collect a range of different stickers which are awarded for positive behaviour and attitudes. When half a sticker book is filled, it is then brought to the Friday Special Mention Assembly and the child is praised in front of the school. When all 24 stickers have been collected the child presents their sticker book to the Principal who in turn presents it back to them with a certificate and an award as part of the Friday celebration assembly. For the first sticker book they are presented with a school pencil case. Subsequent sticker books are rewarded with items to fill the pencil case including highlighters, pens and rubbers.

### **Star of the Week**

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A child is chosen from each class who has done something of particular note during the week. This is celebrated in the Friday Special Mention Assembly, where the child introduces themselves and shares the reason they have been chosen. These reasons are linked to our BLP learning muscles animals and the schools 3 rules. All children will be chosen to be start of the week at least once within each academic year. This is also shared with parents via our weekly Friday newsletter.

### **Diner of the Week**

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Our Year 6 prefects work with the lunchtime supervisors and Teaching Assistants to select children throughout the week during lunchtimes who have displayed positive lunchtime attitudes and behaviours. This can include being helpful to others at lunchtime, eating their lunch well, trying new foods, using a knife and fork etc. They are then celebrated in our Friday celebration assembly with a diner of the week certificate. This is also shared with parents via our weekly Friday newsletter.



## Postcards Home

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These can be written by any member of staff, written to the child and posted home to recognise a child's effort in school, thus bringing home and school together with the child at the centre.

## Consequences

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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.

The following consequences may be appropriate:

- a quiet word by the teacher, reminding, reinforcing positive behaviours.
- removal of certain privileges for a specified time e.g. playing dangerously with sticks in the woodland area, removal from this area and re directed to another zone of the playground where sticks are not being used.
- Tidying an area that has been damaged by a dis regulated child.
- Writing / drawing an apology card letter to the person affected by their actions
- 2 minutes keeping a child at the end of a lesson or break to have a restorative conversation.
- going to the back of the queue; re-walking if they have run inside,
- staying with adults for a couple of minutes at play/lunch to help with a job
- having a 'walk and talk'.
- having a "time out".

Behavioural consequences will always -

- Be proportionate consequence to the behaviour displayed.
- Decided upon with people impacted.
- Related to misbehaviour.
- Delivered respectfully.
- Reasonable
- Non shaming
- Meaningful to harmer and harmed.
- Given privately where possible.

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.

If we feel a child is further struggling to regulate behaviour we will look to build a team around the child. This may include the vice principal and principal working with class teachers, Teaching assistants and parents to further offer support around the child.

In rare and extreme circumstances where there are serious concerns around the safety and wellbeing of pupils and or staff, the Principal may make a difficult decision

to exclude a pupil from the school for a full day or part of the day. Exclusions are reported to the LAB 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.

Some behaviours may require additional support from the SENDCo or the safeguarding team as some behaviours can be indicative of safeguarding concerns around a child. SEN may also be a factor in the behaviours children use to communicate their ability to cope or not both inside and outside of school. All this work is done to support a child and always implemented in consultation with parents or carers.

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.