

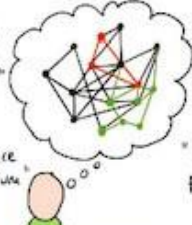



Positive Relationships & Behaviour Policy – Policy Refresh August 2021

An evidence review by
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THE GREAT TEACHING TOOLKIT

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<p>1 UNDERSTAND THE CONTENT Teachers must...</p> <p>"Have deep, fluent, flexible knowledge of learning content"</p> <p>"Know how to sequence content in the curriculum"</p> <p>"Know what tasks & activities will develop learning"</p> <p>"Know & understand possible misconceptions"</p> 	<p>2 CREATE A SUPPORTIVE ENVIRONMENT Teachers must...</p> <p>"Promote relationships of mutual respect & care"</p> <p>"Promote learner motivation through competence & autonomy"</p> <p>"Promote a positive climate"</p> <p>"Support high expectations, high challenge & high trust"</p> 
<p>3 MAXIMISE OPPORTUNITY TO LEARN Teachers must...</p> <p>"Manage time, resources, instructions & transitions well"</p> <p>"Respond to potential disruption by responding appropriately"</p> <p>"Ensure rules & expectations are clear & are followed"</p> 	<p>4 ACTIVATE HARD THINKING Teachers must...</p> <p>"Question for elaboration, thinking & to assess"</p> <p>"Interact with students' feedback & understanding"</p> <p>"Embed & reinforce learning through practice"</p> <p>"Activate students' ability to own their learning"</p> <p>"Explains, communicate, exemplify & demonstrate"</p> <p>"Structure, sequence, scaffold & support"</p> 

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The following points listed are integral to our policy and must be embedded in and around the school:

1. At Stane Primary we expect our children to be **Safe, Ready** and **Respectful**. It is essential that each child is aware of the expectations within the three school rules. We encourage all learners to know, understand and demonstrate our school rules on a daily basis throughout the school community.
 - 'Safe, Ready and Respectful' school rules should be displayed in each class and children reminded of the rules regularly.

2. The most effective form of behaviour management is one which recognises when good behaviour is occurring and **promotes** it. Within our school we currently operate many systems to celebrate and encourage positive behaviours.
 - All staff within the school are encouraged to deliver praise, frame your praise positively: "I'm proud of you for staying calm when I said that you couldn't go outside at playtime." Point out the

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behaviours that you want to see more of, not the behaviours you hope to diminish. Never mix praise with criticism, or it will lose effectiveness and have little or no impact.

3. Golden Line Tokens are awarded to classes that meet the desired expectations when they are lining up coming in to school in the morning, after playtime and after lunchtime. Golden Line Tokens can be awarded for an excellent line walking through a corridor, making their way to and from the hall or outdoors. The class teacher can award the token or a member of SMT. At the end of each term, the tokens are counted and the winning class receives a certificate, medal for each child and a sweet treat.
 - From September, each class teacher will be given a set of Golden Line Tokens. All staff should encourage each class to collect as many tokens as possible. Moving forward tokens can be given by a class teacher, SMT and support staff. 1/2 tokens can be given at any one time.

4. At the heart of our positive behaviour policy is the firm belief and understanding that **each day is a fresh start** and that it is important that the child understands this and realises that we will look forward to seeing them the next day.
 - Verbalising this: ‘each day is a fresh start/tomorrow is a new day’ and welcoming every child in your class with a smile each morning is **key** to building and strengthening relationships.

5. A consistent response with **consistent language** in relation to a child displaying inappropriate behaviour is **vital**. Referring to the school’s behaviour policy with simple and clear expectations reflected in all conversations about behaviour.
 - When a child has been given 3 reflection marks, the following language should be used – ‘I’m disappointed that you haven’t listened, you have broken our school rules and you have **not earned your 5 minutes of Golden Time for today.**’ Please fill in the ‘Reflection Marks’ record sheet to keep a log of the children that

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have not earned their golden time. This can be kept in your day book.

6. Reflect and repair time is a core part of repairing the damage of trust between adults and pupils. Each class teacher will play an important part and will lead this and will be fully supported by the SMT.
 - Reflect and repair time is key to repairing any damage/rupture that has occurred. This quality time allows trust to be re-built and relationships to heal.

7. Red and Yellow Alert Cards have been given to all class teachers. These cards should be used in the following circumstances:
 - RED: A child has left their class without permission and you are unable to locate the pupil.
 - RED: A child is displaying unsafe behaviours and is putting themselves and others at risk.
 - RED: Urgent First Aid Assistance is required.
 - YELLOW: A child is displaying undesirable behaviour and the class teacher requires support with de-escalation.
 - Red and Yellow Alert Cards must be easily accessed by the class teacher, if a class are taken outdoors or to the gym hall, all teachers must ensure that they have their class register and alert cards.
 - A sensible child should be chosen to bring the red or yellow alert card to a member of SMT.
 - Red alert cards will be responded to immediately.
 - Yellow alert cards will be responded to as soon as possible.

Our policy will be reviewed by December 2021 with any necessary amendments made.

Please note policy amendments added due to COVID-19 restrictions. (Last page of policy)