

Luncarty Primary School

**Behaviour and
Relationships Policy**



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Behaviour and Relationships Policy

At Luncarty Primary School, we want to create an environment that is **safe**, where everyone feels **respected** and where students come into school **ready** to engage in learning.

The purpose of our behaviour policy is to:

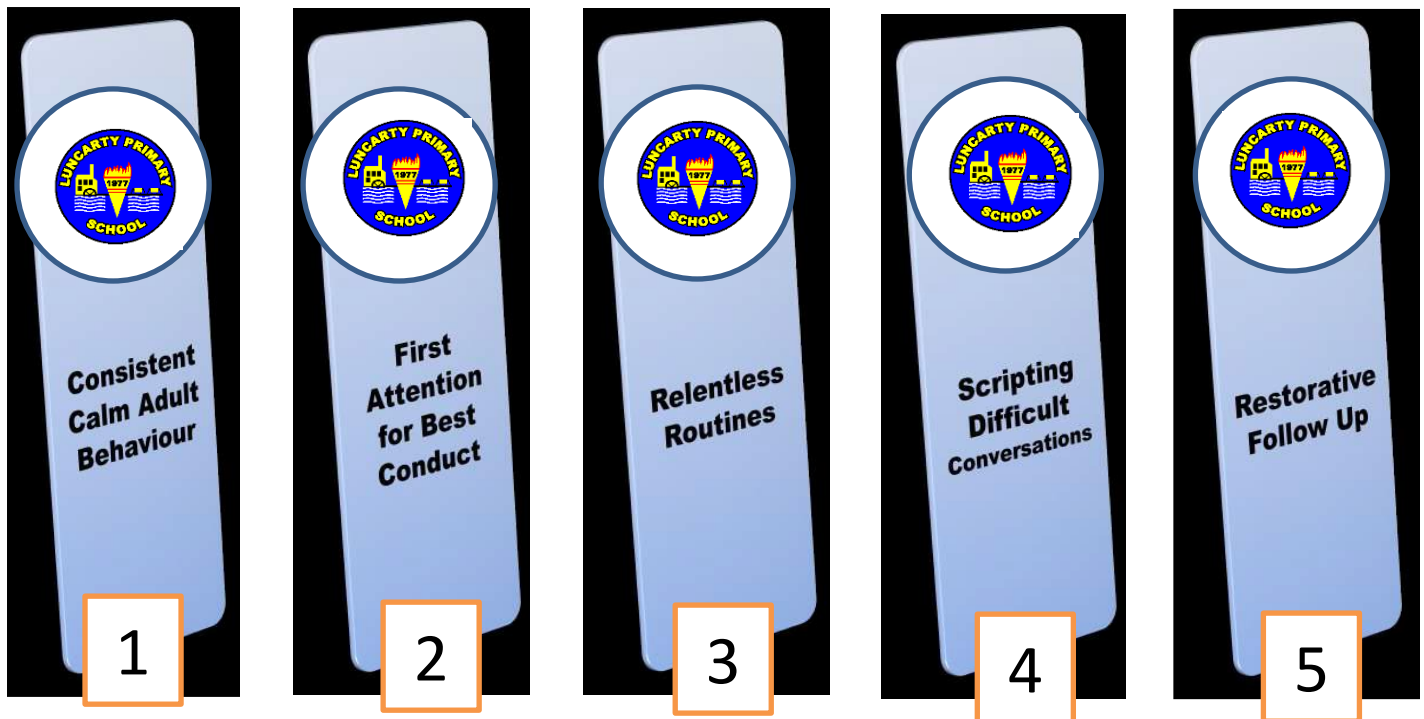
- **Ensure children feel happy, safe and excited about coming to school, in order to reach their potential and leave Luncarty Primary School confident and prepared for the next stage of their journey.**
- **Enable** learners and staff take responsibility for their own behaviour and their responses to the behaviour of others.
- **Enable children to help themselves and others to make good choices and to be able to reflect when they do not do so.**
- **Support all staff to manage behaviour consistently and resolve difficulties themselves where appropriate, following the 'Pivotal' approach. (Restorative approach).**
- **Set out clear systems, processes and approaches to consistently support all children.**
- **Ensure that excellent behaviour is an expectation for all.**
- **Establish a clear process of support when children show distressed behaviour.**
- **Embed our ethos, that everyone has the right to work, play and learn in a friendly, safe and helpful school, where everyone respects each other and tries their best to make a positive difference within school and beyond.**

Our Behaviour and Relationships Policy is based on our school values of **Ready, Respect, Safe**.

We use our 3 rules alongside strong relationships to promote these values and expectations for our children to grow and achieve academically and are also socially, emotionally and mentally prepared and able to lead successful, happy lives.

The strategies and approaches we use in developing high standards of behaviour (including learning behaviour), are based largely on those of the 'Pivotal Approach' to behaviour management. This focuses on restorative practice, use of clear and consistent steps/systems and the importance of consistency in the adult behaviour when supporting children.

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**:



At Luncarty Primary School, we have agreed that **we expect to see from all of our staff and visitors** the following adult behaviours:

- Calmness, humour, empathy, consistency, reflective practice, recognising and praising good conduct publicly, aiming for “win/win situations, de-escalation...”
- Adult behaviours **we don't expect to see** are: Aggression, shouting, negativity, “losing it”, adults creating “power struggles”, humiliation...

Expectations of Adults

Consistent adult behaviour will lead to pupils consistently conforming to our expectations
We expect all staff to:

- **Meet and Greet**
- **Use personal, sincere praise**
- **Use more positives than negatives**
- **Ensure classes line up and move around the school calmly- smart, silent, space**
- **Establish and use a recognition board**
- **Look for children going ‘over and above’**

(This list will evolve as we continue our Pivotal journey)

The SMT understand their responsibility to create a positive climate in and around the school. We expect the SMT to:

- **Meet and Greet**
- **Walk around and be visible**
- **Carry out regular learning walks to support and coach and model expectations**
- **Stand by staff to support restorative conversations**

Expectations of Pupils

At Luncarty Primary School our expectations for children when they come to school is that they will be:

- **Ready**
- **Respectful**
- **Safe**

Recognition

An important part of the Pivotal Approach to behaviour management is the focus on recognition, rather than reward.

At Luncarty Primary we expect all children to behave well and are therefore focusing on recognising behaviour that is over and above for each child. We want children to take responsibility for their learning and put great effort into all they do because they are motivated and willing to put the effort in to continuously improve. The Pivotal approach recognises that many reward systems are inconsistent, with research showing that children value recognition over reward.

We do this in different ways:

- **Recognition boards – celebrating achieving the identified learning behaviour**
- **Doubling up praise – discuss a child's effort/ outcome with another adult and ask them to double up the praise (Mrs ... was telling me... Mr ... is so proud of you for...) or encourage a child to show their work to another adult in school.**
- **Identifying children in class to receive positive messages to go home to share their achievements (may be phone calls or postcards)**
- **Identifying children who have gone 'over and above' to go to Hot Chocolate Friday with the HT**
- **Friday celebration assembly with Pupil of the Week certificates**

Alongside these ways, we also:

- **Use non-verbal praise such as a smile or positive body language**
- **Give verbal praise (genuine, specific and all children must receive some)**
- **Choose pupils for jobs such as monitors/ house captains**
- **Share work with parents in learning journals**
- **Use stickers, well done tickets and gold cards**
- **Recognise achievements in challenges e.g. reading, Sumdog**
- **Recognise achievements outside school e.g. sport etc.**

It is essential that **all** children receive positive encouragement and gain the positive consequences. Relationships and building fair and consistently high expectations of behaviour are key principles of our school values and policies.

We teach positive behaviour for learning through:

- **referencing the three expectations (Be safe, Be Respectful and Be Ready) in lessons and at playtimes**
- **restorative conversations**
- **modelling positive behaviour on a daily basis**
- **whole school assemblies**

Some of the strategies we use to establish readiness for learning and maintain a positive climate are:

- **meeting and greeting**
- **high staff visibility at playtimes/lunch time**
- **giving attention to positive behaviour, not negative**
- **using a space within the classroom to allow a pupil to have “thinking time”**
- **being assertive. Being assertive is being able to communicate your needs in a way that is:**

- ✓ **Being in control**
- ✓ **Being clear**
- ✓ **Being decisive with clear conviction**
- ✓ **Being direct**
- ✓ **Being polite and fair**

De-Escalation

De-escalation of inappropriate student behaviour by staff avoids low-level behaviours escalating and becoming more serious. When students are behaving in a way that is not appropriate staff should use a range of strategies to support that that student to get back on track without giving attention to the negative behaviour. If a range of strategies, such as those described above, have been implemented and have not had the required impact staff should get alongside the student and deliver a “script”. Staff will create a script that they feel comfortable with. An example of this could be:

1) *I've noticed that (you are not ready to learn), reference previous good behaviour*

2) *I need you to ... (give students choices, phrase the choices so that whatever the choice the student makes it will be the right choice)*

3) *I know you can do this/..you are better than this/ thank you for listening*

This should be no more than a 30-second intervention. The shorter the intervention the less likely a member of staff is to “improvise”.

Staff will then walk away and give students time to think and act positively.

Restorative Conversations

Where issues between staff and students were not resolved, a restorative conversation needs to take place between the two parties.

Another colleague or member of SMT could support this. This should take the form of a coaching conversation for the student. It should take place at the earliest opportunity, before the two parties are scheduled to meet again.

Staff will have a script for the restorative conversation that they feel comfortable with. An example of a script for a restorative conversation is:

- 1) Ask the student what happened and why they made the choice to behave like that.**
- 2) Ask the student who they think was affected by their behaviour.**
- 3) Ask them what they could have done differently, what would they do to avoid the same situation happening again**
- 4) Ask the student what you could have done differently.**
- 5) Agree strategies, goals, targets with the student for the future.**
- 6) Ask the student if they have anything, they want to say. An apology is only of value if it is meant. Forcing a student to apologise is not going to change the situation.**

Consequences

If the behaviour continues and escalates, it is not ignored. Staff will reference it and re-assure the rest of the group that it will be dealt with.

When students have been given the support and opportunities to make the right choices but do not modify their behaviour staff will follow the agreed steps.

Partnerships with Parents and Carers.

The role of parents / carers is critical in the success of their child. We recognise working in partnership with parents and carers is essential in enabling each child to be the best they can be. As such we are committed to making strong partnerships, we expect parents and carers to work closely with school to help their child.

Any concerns about a child's behaviour or any incidents should initially be discussed with the child's class teacher, as they spend most of the time with the children and will be best placed to answer any queries. If this is not appropriate or does not help to resolve the query or answer any concerns, please ask to speak to a member of the SMT.



Luncarty Primary School Behaviour and Relationships Blueprint

Our Rules

Ready

Respect

Safe

Visible Consistencies

- We meet and greet
- We end and send
- We follow things through timely
- First attention to best conduct
- We support through being calm and consistent

Recognition and rewards

- Non-verbal and verbal praise
- Recognition boards
- Doubling up praise
- Certificates, postcards and calls home
- Awards assemblies
- Recognising over and above

Relentless routines

- Calm lines before entering school, and calm movement round school (Smart, Silent, Space)
- Meet and greet
- Walking when moving around school
- Calm, controlled voices

30 second scripts

Thank you for.... I really like the way.... I can see....

I've noticed that.... Is everything ok? Do you understand what you're doing?

I've noticed you are not following our rule of..... I need you to..... I know you can do this...

You have been spoken to already in this session, I need you to..... , if you don't..... . This is your final reminder- you can do this!

Sanctions

1. Check in/ reminder of rule
2. Caution
3. Final reminder
4. Timeout
5. Reflection/ restorative conversation



Restorative Conversations

1. What happened?
2. What were you thinking/ feeling at the time?
3. Who has been affected and in what way?
4. What could we do to put this right?
5. How can we do it differently in future?