



Stowford School

Behaviour and Relationships Policy

'Respect Excellence Friendship'



Determination, Inspiration, Courage and Equality

Purpose

The purpose of this policy statement is to provide guidance for teachers, pupils and parents/carers on our restorative and relationship-focused approach to behaviour management. This will allow pupils at Stowford School to enjoy a calm and caring environment which supports each child, both emotionally and educationally, to give them the best possible chance to flourish and experience success.

Our Behaviour and Relationships Policy begins with a promise from the adults in school to provide a clear, consistent and calm approach to promoting positive behaviour. It is not primarily concerned with rule enforcement; the main priority of our policy is to promote positive relationships for children with peers and adults, with the common purpose of supporting everyone to learn in a nurturing, empathetic and respectful environment.

This policy is based on quality research and best practice, taking inspiration from 'When the Adults Change, Everything Changes' written by Paul Dix (behaviour specialist, author, education reformer and advisor).

Aims

- To provide a clear, fair and consistent approach to managing behaviour, based upon principles of nurture and restorative practice.
- To foster, nurture and value strong and healthy relationships to maximise the growth and development of children.
- To ensure flexibility in supporting behaviour that might be the result of Adverse Childhood Experiences and/or additional support needs.
- To ensure our school values (Respect, Excellence, Friendship, Determination, Inspiration, Courage and Equality) underpin our ethos and nurture our relationship-focused approach.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff tools to support de-escalation, co-regulation and building resilience.
- To equip children with strategies to manage their behaviour and build positive relationships with others.

Stowford School Values

At Stowford School, we have high expectations for all pupils; we expect children to meet the 'Stowford School Standard' by demonstrating our Stowford School **REFDICE** Values. This is recognised through weekly certificates in assembly, regular Dojo points and positive reinforcement strategies.

We want all members of Stowford School to show these **VALUES** in their thoughts and actions:

Respect
Excellence
Friendship
Determination
Inspiration
Courage
Equality

In addition, we wish to give recognition to pupils who go 'Over and Above'.

'Over and Above' behaviour includes exceeding our school values, impacting the wider Stowford School community and showing initiative.

School Code

Classes review the whole School Code annually. Ideas are fed back to School Council who decide on the final Code, which is displayed throughout the school. This is referred to regularly, and forms the basis of our Code of Conduct in each class. Children also learn that all children have rights, but along with those rights come responsibilities. The School Code is underpinned by the philosophy of consistent, positive behaviour management. The School Code is written positively (i.e. not using 'No...' as in, 'No running and no fighting', but rather, 'We walk and we respect each other'). The School Code is communicated clearly to parents/carers to ensure their support. A copy is on the school website, along with the Behaviour and Relationships Policy, and paper copies are available on request.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.' (Paul Dix)

Positive Strategies

All adults in the school will use the following positive strategies consistently. They are designed to ensure 'first attention goes to best conduct' and to create clear, predictable routines and expectations that ensure children feel they are valued members of our learning community and are motivated to try their best always.

Meet and Greet

Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at the classroom door. This may be a simple, 'Good morning' or offering a smile, noticing something about the child etc. to provide a consistent check in and enthusiastic welcome to every child.

All adults will be looking out for children who demonstrate Stowford School Values and go 'Over and Above'.

Ways that children will be recognised:

- **Recognition Board**

'This is not intended to shower praise on the individual, it is a collaborative strategy - we are one team focused on one learning behaviour and moving in one direction.' (Paul Dix)

A Recognition Board will be used in class to encourage social or learning behaviour. For example, 'One Voice', 'Kind Words' or 'Over and Above' may be written on the board. Adults or pupils in the class can nominate names for the board and there is emphasis on children working together as a team to get everyone's name on the board. Once a name is on the board it cannot be removed, however children can gain ticks if they continue to demonstrate the chosen positive learning behaviour.

There is no material prize for class completion. Each class chooses a celebration when all names are on the board, e.g. parachute games, special celebration dance or song.

- **Stowford School Values Certificates**

Certificates will be awarded in Celebration Assembly - one or more children will be selected each week. Individual classes can also be awarded the Class Cup and/or P.E. Cup, if they have demonstrated the school values and gone 'Over and Above'. There may be some weeks that no class is chosen - it needs to be sincere, high-level recognition to ensure it is not devalued.

- **Achievements outside school**

Children with an achievement outside of school can share it at the weekly Celebration Assembly.

- **Dojo points**

ClassDojo is used as a method to communicate with parents/carers and share positive messages home. Dojo points can be awarded to children who demonstrate the Stowford values. These points can be given by any adult in the school and are used at teacher discretion.

- **Positive Message Home/Letter Home from Headteacher or Management Team**

'The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.' (Paul Dix)

The positive message home is a high-level recognition for children who go 'Over and Above'. It can be given to any child by any adult in the school, staff members or visitors. There is no set amount each week - again it must be sincere to keep its value. Letters may also be sent home from the Headteacher to recognise outstanding children.

- **Hot Chocolate Fridays**

Children consistently going 'Over and Above' will be invited to have hot chocolate with the Headteacher on Friday afternoons. There may be some weeks that no child in the class is chosen - it needs to be sincere, high-level recognition to ensure it is not devalued.

Policy Blueprint and Classroom Plan

Behaviour and Relationships Policy Blueprint (See Appendix 1)

This is a concise A4 document which all staff will refer to for a consistent approach to our Behaviour and Relationships Policy to ensure behaviour and expectations are clear and consistent.

Prompts (See Appendix 2)

This is the second part to our Relationships Policy Blueprint, which details nurturing language scripts which can be used at step 2 of the classroom plan for a variety of purposes, detailed below.

30-Second Script

As part of the Classroom Plan, the 30-Second Script may be used to reinforce expectations when behaviour shown is not reflective of our school values. This will take place at step 4 of the Classroom Plan for low-level behaviour only. The purpose of this script is to provide a quick, consistent and non-judgemental dialogue with the child to encourage positive choices to be made. The scripted response should be delivered in a neutral tone, designed to prevent escalation. Once the script has been delivered, the child 'owes 2 minutes'. They then must 'pay back' the 2 minutes at break, lunch time or an appropriate time during that day. (It should not be left until the next day). It is more effective for time to be paid back at the first available opportunity and with younger children, immediately where possible. During break and lunch time, time must be paid back immediately and the child should stand with the adult that said the script or in another calm, visible place. If a child is dysregulating (step 5), then they may need to have calm time in a different space or with a different adult. Once calm, a restorative conversation (step 6) should occur with the original adult involved.

Nurturing Scripts (See Appendix 2)

Nurturing scripts may be a more appropriate response at step 4 of the classroom plan for children who are upset, distressed or for repeated incidents where 30-Second Script has been ineffective. Please note, the scripts do not need to be copied word for word. It is more important that the child gets a clear and consistent message. The purpose of each nurturing script is detailed below.

- Language Patterns - offer a partial agreement and can defuse a situation quickly. You can then follow up the incident later if needed.
- Connecting and Defusing - when things need to be done, consider wording requests in a way that offers options and choice to help the child feel a sense of control and agency. Help the child feel included and share the responsibility.
- Running Commentaries - describe and say what you see with regard to the child's emotions to help them become aware and connect with the emotion they are feeling, building emotional literacy and helping them make sense of the world around them.
- Language of Belonging - having a sense of belonging is very powerful for a child, especially one who perhaps struggles with friendships and/or has experienced trauma. The aim is to consistently reinforce the message of, 'You are welcome, safe and belong here'.

Classroom Plan (See Appendix 1)

The Classroom Plan is a sequence of steps which are focused on small but certain consequences and a restorative, not punitive, ending. The plan will be used by every adult to ensure consistent language, clear boundaries, clear expectations and steps are being used throughout the school.

Playground Plan (See Appendix 1)

The playground plan is exactly the same as the classroom plan, following the same script and steps.

Personalised Behaviour and Relationship Plans (See Appendix 3)

Personalised Behaviour and Relationships Plans will be in place for children with behaviour as an additional need, who require more targeted support if the universal classroom plan does not meet their needs. Class teachers will create these personalised plans, supported by our SENDCo and with the child's voice included. These should be shared with all adults working with that child in school to ensure consistency. Plans can also be shared with parents/carers where appropriate to support consistency at home.

Restorative Approach

'Punishment doesn't teach better behaviour, restorative conversations do.' (Paul Dix)

Every adult in our school is important, has the skills and uses the same tools to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by support staff who use the same strategies and process as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. If this cannot be done in the playground, 'Restore' time can be used following breaks, as it is important that children are settled and ready to learn when they return to class. It will not usually then be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviour which takes place in the classroom. In order to minimise loss of teaching and learning time, the management team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child.

Restorative Conversations

'The positive relationships you form with pupils depend on a restorative approach being your default mode.' (Paul Dix)

At Stowford School, we believe that nurturing and restorative practice, as well as high expectations are key to building positive relationships. Restorative conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like, equip the child with the right tools and create a plan they can use to avoid a similar incident occurring in the future.

Restorative Questions (Detailed on Appendix 1 or on the reverse of Appendix 3)

These restorative questions will be used to structure restorative conversations. Depending on developmental stage, up to 6 questions will be used. The teacher may decide it would be more appropriate to start with two questions and build on these as the child develops socially and emotionally.

Consequences

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.' (Paul Dix)

At Stowford School, we encourage positive behaviour which reflects our REFDICE Values. Our behaviour management approach is founded upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult in relation to specific incidents to ensure clear boundaries. For children with behaviour as an additional need, examples of these will be detailed on their Personalised Behaviour and Relationships Plan. We aim for consequences not to be shaming or excluding wherever possible.

Consequences implemented can be 'Two minutes owed', 'Make amends' and in more serious or repeated circumstances, phone calls home and/or meetings with parents/carers. They are designed to encourage the child to make 'responsible' choices and understand that actions have consequences. For example, not completing work in class due to behaviour choices that are not reflective of our school values, results in lost learning time which then needs to be paid back.

- **'Two minutes owed'** - a reflective time where the child discusses their actions privately with their class teacher and how they may have impacted on others. The purpose of this is to enable the adult to remind the child of our values and to encourage positive behaviour in future.
- **'Make Amends'** - is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be caught up on. Another example is, if the playground has been vandalised, we may ask the child or children involved to help repair the damage. Parents/carers will be informed via a phone call home from the Headteacher or a member of the Management Team. We ask that parents/carers support the Stowford School Behaviour and Relationships Policy and understand that parents/carers having a discussion with their child about how to avoid 'making amends' in future would be impactful.
- A personalised **Pastoral Support Programme** may be necessary for individual children, which will be written in conjunction with the child and parents/carers. This may include the use of a reduced timetable.
- **Parental involvement** - We feel it is important for parents/carers to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting which will be recorded on a behaviour form.
- **Disciplinary Action** - On rare occasions, when our classroom step plan and Behaviour and Relationship Policy has not been effective, disciplinary action is taken. This may take the form of:
 - A child being sent directly to the Headteacher (who may decide to inform the child's parents/carers immediately)
 - internal suspension within the school
 - fixed term suspensions and/or lunchtime suspensions
 - permanent exclusion.

N.B. For persistent, poor behaviour, or one-off serious incidents, suspension arrangements will be

discussed and/or implemented. These can take the form of lunchtime suspensions, fixed term suspensions or permanent exclusion.

Where a child has an individual Behaviour and Relationships Plan (which has been agreed by a member of senior staff in consultation with the child's parents/carers), this will be consistently implemented - with appropriate rewards and sanctions. Positive handling may be necessary, although this is always a last resort.

Advice from the Behaviour Support Team may be requested if the Plan fails to promote desired behaviour, suspension will be discussed and/or implemented.

For further information regarding suspension/exclusion please see:

[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/school-suspensions-and-permanent-exclusions)

Bullying

Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to "tell" and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. Therefore, if the bullying target is too afraid to tell a teacher, all the bystanders know that it is their duty to do so, and that they won't be accused of telling tales. We have systems in place in school to ensure that children can speak to an adult if they need to.

At Stowford we believe that:

Bullying is any persistent action which hurts another person either physically or mentally

Bullying has intent to hurt

Bullying is any intentional action that makes another person feel bullied

Bullying is wrong and unacceptable.

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focusing on the issue of, sexuality
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Social: excluding, ignoring etc.
- Cyber: All areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology (i.e. camera and video facilities)
- Peer on peer abuse.

Promoting an anti-bullying ethos

All governors, teaching and non-teaching staff have an understanding of what bullying is. They know what the policy is on anti-bullying and follow the agreed procedures immediately.

Everyone in the school community works at becoming a *TELLING* school, i.e. staff will ensure that children will be constantly reminded that:

- we are all wonderful individuals (promoting self-esteem)
- being a bystander is unacceptable
- there are 'grown ups' they can tell other than their class teacher or their parents/carers
- there are different ways of 'telling' (verbal, getting a 'friend' to tell, writing a note for the 'Telling Box' etc.
- they will not be accused of 'telling tales'.

We maintain awareness by:

- running an anti-bullying week once a year in line with National Anti-bullying Week
- by discussing bullying (not individual incidents) during Circle Time and PSHE and Citizenship teaching
- by running Assemblies focusing on an aspect of bullying
- by displaying posters (e.g. Child Line number) and issuing any other appropriate literature as it becomes available
- by making references to bullies, victims and ways of dealing with bullying through other subjects areas (notably RE, History, Art and Literacy)
- by responding quickly to any reported incidents
- by providing training to relevant staff whenever possible
- by praising and rewarding positive behaviour
- by encouraging 'telling' at appropriate times and through appropriate channels.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE) 0808 800 5793 www.ace-ed.org.uk

Children's Legal Centre 0345 345 4345 www.childrenslegalcentre.com

KIDSCAPE www.kidscape.org.uk/

Parentline Plus 0808 800 2222 www.familylives.org.uk Bullying Online www.bullying.co.uk

Youth Access 020 8772 9900 www.youthaccess.org.uk

This Relationships and Behaviour Policy was agreed in March 2022

Appendix 1 - Stowford School Behaviour and Relationships Policy Blueprint

Stowford School



Behaviour and Relationships Policy

The adults will...

- Nurture relationships
- Model our values
- Listen
- Praise positive choices
- Provide a safe environment
- Use a calm and neutral voice

Stowford Values

Respect
Excellence
Friendship
Determination
Inspiration
Courage
Equality

'Over and Above' Behaviour

- Includes the following:
- Exceeding our school values
 - Impacting the wider Stowford community
 - Showing initiative



Our Vision Message



'Respect Excellence Friendship'

Determination, Inspiration, Courage and Equality

1. Reminders (Non-verbal)

Proximity: stand next to the pupil/use strategic seating plans.

Waiting: stop talking, stand quietly and wait until all pupils are doing what they should be.

Removing distractions: remove item of distraction and return it when pupil is back on task.

2. Reminders (Verbal)

Proximal Praise

'Do you remember when you...'

'That is who I need to see today.'

'Can you show me ...'

3. Last Chance

'Think carefully about your next step or you will owe me two minutes of your time.'

4. 30-Second Script

'You are not showing the Stowford values, you now owe me two minutes of your time.'

Straight to step 4 if the child is putting themselves or someone else in danger



5. Regulate (Optional if child dysregulates after step 4. Once calm, continue to step 6)

- Use connecting and defusing scripts
- Safe space
- Use prompts

6. Restorative Conversation (During two minutes owed time)

- Use restorative questions
- * If child has not completed expected amount of work decide with child when to complete it during this conversation.

7. Support Step (Children who to need to owe time, go straight to step 4 or dysregulate daily)

- Work with Headteacher/Management Team/SENDCo/parents/carers AND child to create an individual Behaviour and Relationships Plan.

Appendix 2 - The Language of Stowford School

Stowford School



Prompts

1. Reminder (Non-verbal)

Proximity: stand next to the pupil/use strategic seating plans.

Waiting: stop talking, stand quietly and wait until all pupils are doing what they should be.

Removing distractions: remove item of distraction and return it when pupil is back on task.

2. Reminders (Verbal)

'Do you remember when you...'

'That is who I need to see today.'

'Can you show me....'

3. Last Chance

'Think carefully about your next step or you will owe me two minutes of your time.'

4. 30-Second Script

'You are not showing the Stowford values, you now owe me two minutes of your time.'

Restorative Questions

- What happened?
- What were you feeling/thinking at the time?
- How did this make other people feel?
- Who has been affected and how?
- What should we do to put things right?
- If this happened again, how could you do things differently?



Our Vision Message



'Respect Excellence Friendship'

Determination, Inspiration, Courage and Equality

Connecting and Defusing

Offer choice:

Instead of, 'It's time to read your book.'

Try, 'Which of these books would you like to read?'

Limit use of non-negotiable words:

'Is it alright with you if...?'

'How do you feel about...?'

Share responsibility:

'Us', 'We', 'Let's', 'Together'

Assume confusion over defiance.

Running Commentaries

Describe and say 'what you see' with regard to a child's emotions.

'You look happy today - you have a big smile on your face.'

'I'm wondering if you feel sad today. You've been very quiet.'

Language of Belonging

'You are a valued member of the class/school.'

'You belong and are an important member of our class.'

'Your feelings are ok with me.'

'I'll be thinking about you and keeping you in mind.'

Language Patterns

When...then

'**When** you sit down **then** I can speak to you.'

Maybe...and

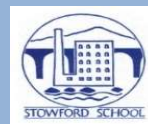
'**Maybe** you are upset **and** when you sit down I can speak to you.'

If...then

'**If** you put hand up **then** I'll know you need help.'

Appendix 3: Personalised Behaviour and Relationships Plan

Stowford School



***Child's name* Behaviour and Relationships Plan**

My Triggers are...

(What can make me upset?)

My Strengths

(When do I cope best?)

**Who are the key
people that support
me?**

Our Vision Message

'Respect Excellence Friendship'

Determination, Inspiration, Courage and Equality

***Child's name* Classroom Step Plan**

1. **Non-verbal reminder:**
2. **Verbal reminder:**
3. **Last chance:**
4. **30 second script:**
5. **Regulate:**
6. **Restorative conversation:** see questions overleaf.

***If is putting himself/herself or others in danger go straight to step 4.**

****Contact parent/carer if strategies are not effective or behaviour is escalating, and compromises child's own safety or that of those around the child.**

I will use this to help me...

(Daily strategies to help *child* make good choices)

I respond well to...

(Strategies that help me to calm/regulate and ways to reduce stresses)

Restorative Questions

- What happened?
- What were you feeling/thinking at the time?
- How did this make other people feel?
- Who has been affected and how?
- What should we do to put things right?
- If this happened again, how could you do things differently?