



Perry Wood
PRIMARY & NURSERY SCHOOL

Relationships and Behaviour Policy

Last Reviewed: September 2023
Review Due: September 2024

Reviewed by: Governors

What we believe, what we do and how we talk are at the heart of Perry Wood. We have unconditional positive regard for every member of the school community.

This is how we act – Perry Wood’s culture

A culture is a set of habits and beliefs of a particular group of people.
‘Repeatable processes create a predictable and consistent culture’

We are a THRIVE school. For us this means that we have THRIVE embedded within our ethos and THRIVE approaches across our whole setting. (see Thrive policy)

We aim to continually deepen our understanding of how social and emotional learning develops - supporting our capacity and availability for wider academic learning. We recognise this is core to our work as a school.

We are very clear that everyone has the right to feel safe, feel special and to have their needs met. Therefore, our Relationship Policy reflects the deeper, important social and emotional learning that each child needs to develop, both personally and within our community. Thrive states that children need clear, consistent boundaries ‘containment’ and we therefore ensure that an individual’s need and learning does not adversely impact on another’s.

This policy is not based on a punitive set of rewards and consequences, but is encapsulated in the relationship between adult and child and the relentless investment into the quality of this based on identifying and promoting self-esteem, self-worth and high expectations.

We are passionate about the statement:

‘fresh day, fresh start.’

Wherever possible staff implement this phrase relentlessly, remembering that behaviour is not linked to our emotions and as adults we must model a non-judgmental, supportive atmosphere for all.

“Remember: everyone in the classroom has a story that leads to misbehaviour or defiance. 9 times out of 10, the story behind the misbehaviour won’t make you angry. It will break your heart.”

Annette Breaux

Sanctions are not the core of behaviour management, building relationships is far more effective and important. We are not reactive to misbehavior. We proactively teach children how to behave and clearly deal with poor choices.

Consistency is Key

As a school we ensure behaviour instructions are;

- Clear
- Sequential
- Repeated
- Checked for understanding
- Corrected for common mistakes
- Revised and repeated

This process means we are building social norms with normative messaging. As a school we will ensure the following in the normal, consistent practice:

Tell – ensure we always tell the children our expectations
Train- use the same messages every day, be consistent
Demonstrate- show the behaviour role models and celebrate them

Correct/challenge- always correct and challenge behaviours that aren't the norm we expect
 Repeat – constantly expect the norm behaviour using the above steps

| Consequences can; | Extrinsic motivators; |
|--|--|
| <ul style="list-style-type: none"> • Encourage • Discourage • Clarify • Support • Teach <p>All consequences must be consistent and proportionate to the incident or behaviour</p> | <ul style="list-style-type: none"> • Are essential • Must be consistent, proportionate and predictable • Rewards must be sincere, targeted and proportionate • Best reward is PRAISE – when used appropriately and personalised. |



The developmental highway is a clear visual aid to support consistent, assertive, supportive care in the classroom. When we ‘drive along the green highway’ the child’s needs are first. As we drive into the hard shoulder and the ditch, the adult’s needs come first.

Examples of what each would look like in the classroom:

Rigidity (in the ditch) - rules are written in concrete, forces compliance and has no room for children to work things out.
 Hands up and no shouting out. ‘Do as I SAY because that’s the rule’. ‘I am going to ignore you – you just can’t stop shouting out!’
 ‘I haven’t got time to look at your finger.’

Conditional care (in the hard shoulder): Criticism tends to use the words. ‘always’ ‘never’. It can take the form of humiliation to gain compliance.
 ‘If you are quiet then I will ask for your idea next.’
 ‘I’ll only help you when you stop crying.’

Assertive care (driving on road): Non-negotiable rules are rules that must be followed. Children count on these rules to bring order, safety and security, help them make decisions and build self-esteem. They are not ‘rigid’ and can be rewritten for the needs of the group.

‘Jimmy, I want you to write your ideas on a whiteboard then when it’s your turn you can tell everyone your ideas.’

‘Here’s a plaster for your cut finger that will keep it nice and clean.’

Supportive care (driving on road): Negotiable rules have some choice and compromise. They teach children how to problem solve which raises their self-esteem.
 Spoken privately and is a regular, consistent routine for child, ‘Jimmy, if you need to today, you can go and get yourself a whiteboard and write your ideas down- I’ll notice you and ask your ideas when it’s your turn.’

‘Are you ok? Do you need a plaster?’

Over-indulgence (in the hard shoulder): Rules become soft and gooey- making excuses for children. Marshmallow structure grants freedom without demanding responsibility in return. It can sound supportive but it implies the child does not have to or is not capable of following rules. It gives the child permission to fail, to be irresponsible, to be helpless and hopeless. At the same time, it can make adults feel good or look good and feel in-control.

‘O go on quickly tell me before everyone else!’

Neglect (in the ditch): There is no structure or protection for children, the adult is uncaring towards children. Rules are not consistent and not upheld. Children can do as they please but feel abandoned by the rules, unsafe and uncared for.

The adult lets children do what they like with no care or boundaries.

‘That cut doesn’t hurt – you’re fine, stop crying.’

Rewards – Promoting positive behaviour

Adults at Perry Wood vigilantly look for positive behaviour that is above and beyond the expected and can reward children in many ways. (See Appendix) Recognising the importance of positive comments, respectful interactions and our role as models to the children, the school expects all adults - staff, parents and Governors - to employ this in our relationships with each other, as well as with our pupils. Positive reinforcement is a constant part of our provision, offered through attentive observant adults and relationship, smiles, descriptive verbal praise, and stickers. When a sticker – or any praise - is given as a reward, adults are reminded to give explicit reasons and consider the powerful message provided through language used.

Our positive approaches are based on our understanding that pupils are learning how to manage themselves with the added complexity that they are doing so within a community of other learners who might not yet be skilled. This clearly suggests that triggers and challenge will arise which will need to be managed through self-regulation strategies.

Special celebrations, Roles and Responsibilities

Social learning is encouraged by pupils having the opportunity to praise each other. Peer praise is very meaningful for pupils. Older children acting as role models, encourages positive interactions and aspirations. Assemblies provide high quality opportunities for praise linked to deeper learning. Phase Assemblies involve an element of positive praise and celebration, with each teacher giving explicit praise, along with celebrations such as Star of the Week and Value awards, to pupils with a specific focus e.g. showing perseverance.

Each term, the Head Teacher invites one child from each class who has shown exemplary behaviour along to an afternoon tea.

School Values

| Month | Value | PE Value |
|-----------|-------------------|---------------|
| September | Respect | Teamwork |
| October | Perseverance | Self-Belief |
| November | Friendship | Determination |
| December | Encouragement | Courage |
| January | Self-Control | Equality |
| February | Love and Trust | Inspiration |
| March | Unity | Teamwork |
| April | Truth and Honesty | Self-Belief |
| May | Tolerance | Determination |
| June | Kindness | Courage |

| | | |
|------|----------|-------------|
| July | Equality | Inspiration |
|------|----------|-------------|

At Perry Wood our School Values are an intrinsic part of school life. Children have a monthly class session about the value and mind-map ways to show the value of month. The value is displayed in every classroom and in the main corridor.

Staff are relentless in praising children who show the school value.

Every week, class teachers choose a child who has demonstrated the value and they receive a special certificate in assembly.

Once a month, the Junior Leadership team create a video about the value of the month to share on social media.

We also have a value of the month challenge that children can take part in at home or school.

Children can earn house points when they show the value and enjoy putting the value tokens into the tubes in the main corridor. These get totaled up with the online points from the trackits software which recognises behaviour that is above and beyond.

School Houses

Every child and member of staff is given one of four houses to support. Houses are essential as they create community spirit and give the children an opportunity to contribute to something bigger that involves children from all year groups. Wherever possible, siblings are placed in the same house. Our houses are Elm, Ash, Willow and Oak. Each house is represented by their house captains (two elected year sixes). The house captains are responsible for leading their house in competitions and events, and representing in the school community. Each house is supported by members of staff.

House points are awarded for model behaviour, effort in learning, helping staff and students, showing the value of the term and other good deeds. Pupils also participate and compete in competitions and other events for house points.

Each term there is a House competition which is decided by the Junior Leadership team. These range from Poetry writing to Sports Day. Children gain points by entering competitions and are awarded points for being placed first, second or third. On Sports Day children wear their House Colours when competing.

House points can be earned for behaviour that is above and beyond expected and is recorded on our online trackits software. When a child shows the 'value of the month' they can put a token in one of the tubes in the shared corridor.

Children are challenged to gain as many house points as they can through the month. At the end of each month there is a chance for children to receive a special reward for accruing points. (see appendix). At the end of each month, certificates are given out in class assemblies for gaining house points.

The house with the most points is rewarded with a special event each term. At the end of the year, the House Champions are announced in a special assembly and this house receive a special reward. The house points are sent to Griffin and a tallied up with the whole of the Griffin Schools Trust to find out the overall Trust wide Champions.

House points are collected via our online portal 'trackits system'. We refer to the points as 'house points' to stop confusion between trackits and house points. If a child shows the value of the month they can add a physical token to the tubes in the corridor.

Choice System

‘Repeatable processes create a predictable and consistent culture’.

At Perry Wood we aim for all children to become socially aware of their impact on others around them and build a culture of empathy and a conscience broader than oneself. Because of this, we use a choice system – this allows the child to take ownership of their own actions. We also use ‘Shine the Light’ conversations which focus on the child reflecting on their actions and planning what to do in similar situations in the future. This is clear and predictable for the children with all adults following the steps consistently.

This system is underpinned by ‘Thrive’ research – giving clear and consistent boundaries and expectations mean that all adults and children know what is expected of them. Behaviour is not personal so adults deal with it quietly and calmly. Firstly, calm reminders are given following this a clear choice is used. Our clear choice system is as follows and is for children who do not adhere to our 3 Golden Rules: Ready, Respectful and Safe (RRS) after several reminders.

Choice System

| | |
|---|--|
| <p>Reminder</p> <p>A child does not follow the class agreement of RRS.</p> | <p>A reminder of the three simple rules (ready, respectful, safe) and what you expect delivered privately and calmly where possible. Use the various reminders from the Scripts document to support the child.</p> <p>Repeat reminders if reasonable adjustments are necessary. Adults take the initiative to keep things at this stage, you may not need to go to orange if scripts, consistency and routine is used.</p> |
| <p>Take up time</p> | <p>Allow the child the chance to make the right choice by moving away and focusing on learning in class. Give your attention to the learning.</p> |
| <p>Choice</p> <p>After several clear reminders of the rules and expectations the child still does not follow the class agreement of RRS. Orange trackit is marked on system</p> | <p>A clear verbal choice delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. (Shine the light conversation) Use the Scripts document to support the child in making the right choice; ensuring child understands the choice they are given.</p> |
| <p>Take up time</p> | <p>Allow the child the chance to make the right choice by moving away and focusing on learning in class.</p> |
| <p>Choice and consequence</p> <p>After a clear reminder, choices clearly repeated at least twice, the child continues to not follow the class agreement of RRS. Yellow trackit is marked on system</p> | <p>The same clear choice delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue.</p> <p>Adult to keep child behind at break, lunch or after school (with parent/carer) to have shine the light discussion and consequence decided by teacher. Adult does not negotiate with child.</p> <p>Conversation with parents/carers needs to happen asap on that day with the child present if possible – via a phone call or face to face. Follow up plan put in place if needed.</p> |

| | |
|---|---|
| <p>Extreme choice made by child Clear disregard for RRS - child has chosen to do an extreme behaviour or child has dysregulated and needs Thrive intervention asap.</p> <p>*See Extreme behaviours</p> <p>Red trachit is marked on system and linked to CPOMs.</p> | <p>Extreme behaviour choices equate to the following: Misuse or damage to school or others property bringing in a mobile and not giving to the office accessing social media in school throwing stones or other objects bringing in a weapon including a plastic bb gun swearing or spitting fighting racism bullying or cyber bullying stealing physical assault of staff or pupil unsafe behaviour, repeated defiance</p> <p>Sanction to be decided by SLT and teacher. Parents/carers must be informed and formal 'shine the light' meeting to happen with class teacher, member of SLT, child and parent that day. Follow up plan put in place.</p> |
|---|---|

All behaviour is dealt with on the day and does not carry forward onto the next day unless extreme.

Examples of inappropriate behaviours in class:

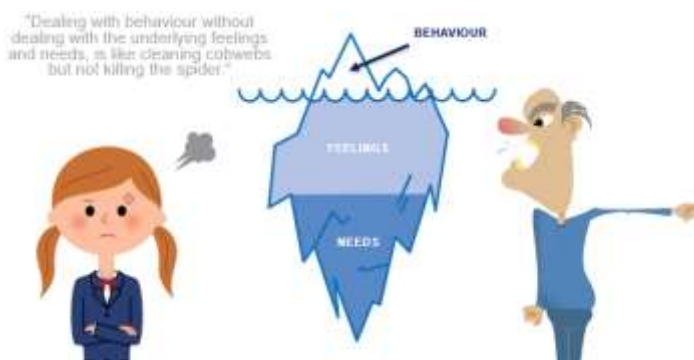
- calling out / talking over others
- disruption to other children
- time delaying
- name calling
- coming off task
- refusal/ defiance to follow instructions
- inappropriate language
- verbal or physical retaliation
- non-compliance with general class expectations

Because of our awareness of the power of relationships, at Perry Wood adults use restorative conversations, 'shine the light conversations' with students as our consequence. (see Scripts policy).

Extreme Behaviours

'Angry children follow people first, then they follow rules.' Paul Dix
 Every single child belongs in our school community. At Perry Wood we believe that children need people not punishment. Some children demonstrate behaviours that perpetually communicate an unmet need. Children who are screaming for help can find themselves in an ever-increasing cycle of disruptive behaviour and punishment.

Recovery time after a period of crisis is, on average, 40 minutes. Every time a child recovers from a full-on loss of control it gets harder for the child to compose themselves – for many a third time is almost impossible.



Exclusions and Suspensions

If a child deliberately commits any of the following they may be given a suspension or permanent exclusion: physical assault, threatening behaviour, bullying, racism, damage, sexual misconduct, theft, persistent disruptive behaviour.

Suspensions may be internal, with the child learning in a different space to their peers or external, with the child learning off site. Following a suspension, the pupil's parents will be called into a meeting in school this will then be followed by a reintegration meeting and behaviour will be monitored. If behaviour is persistent than this may lead to a Pastoral Support Plan.

This will be considered on a child by child case as for some children being sent off site or working out of class could reward behaviour that the child needs support with.

Lunch time Behaviour

During lunchtime planned activities are available for children to interact with. There are 5 main areas to lunchtime:

- 1) Football (on a year group rota)
- 2) Another sport skill eg. Basketball
- 3) Quiet area – colouring, reading
- 4) Activities led by lunchtime supervisors from bags available
- 5) Lunchtime supervisors are supported to encourage good behaviour at lunchtimes and to deter adverse behaviour. All lunchtime supervisors are expected to read and abide by the **Lunchtime supervisor handbook**.

If children behave inappropriately at lunchtime the lunchtime supervisor will give the child a reminder of the correct behaviour expected of them. Lunch time supervisors will give a clear choice calmly following the relationship policy.

If extreme behaviour occurs at lunchtime, a member of SLT must be called immediately.

All teachers must be present on the playground before the whistle is blown to enable lunchtime supervisors to handover any necessary information. When lunchtime ends, children will be expected to quietly line up in their class lines and be escorted back to class by their teacher.

The more healthy relationships a child has, the more likely they are to recover from trauma and thrive.



Appendix 1

Ideas for in class rewards

Praise and reward the children you see day to day - you know your class best. Talk about the star certificates/learning ambassadors/pupil leadership team/values in class. Make your class aware that you see the children going above and beyond.

- Ensure children with behavioural needs don't get more praise than others
- Invisible children/doing right thing/children who are working hard all the time get the most praise
- Have a collaborative 'reward' that you are working towards
- Stickers in children books for exceptional work – point them out, make it a talking point
- Use stickers on children's clothing for praise
- Have a class reward e.g. marble jar/treasure box/cubes in a box/raffle tickets – make it explicit, talk about it regularly and be excited about it. Let them collaboratively work towards a class reward... could be a dance party, pond dipping, class race on the track etc (only needs to be near the end of the day- you decide what and when works for your class)
- Have four pots for the values – look out for children who show the value and allow them to collect the tokens on their table or in a place of your choosing. Allow a sensible child to take them to the tubes near the hall
- Have work put into photo frames/ on a music stand outside your classroom – talk about it and celebrate the work
- Have a star of the morning/afternoon – allow them to have a special privilege; maybe a bear sits with them/ they wear a badge/ they collect the tokens etc
- Have a cuddly toy who sits with the child who is showing RRS – let them have it on their seat
- Give house points out regularly via trackits -your well-behaved children should have the most house points/message parents with positive work
- Have fun with your class – tell them because they've all shown the value of the term or you've seen kindness from certain children etc... you're going on a 'bear hunt' or a special adventure – could go and do your reading lesson in pods/learning outside/storytime under a tree/thrive lesson in forest school. Doing these sorts of activities that to the children seem spontaneous or because they perceive that they've achieved it will encourage more of the behaviour you want and a class bond that in turn creates more happiness and willingness to work.
- The more you praise/ celebrate the children and show genuine enjoyment in their company the more they will work harder and become prouder. Children are naturally egocentric and so need to be explicitly motivated to work harder; until 'working harder and becoming prouder' becomes the intrinsic motivation.

Appendix 2

Low level disruption techniques

- Standing tactically – when giving an instruction or explanation, physically stand or move around the class. Sometimes standing over the child who is most likely to interrupt can deter them from their low level behaviour. Stand at the back of the room- keep the children on their toes, who knows where you might stand next!
- Keep them engaged – vary activities from listening/ group work/activities. This gives less chance of low-level disruption as the children do not become bored.
- Seating plan – children who distract others are better placed towards to back of your classroom near the edge as they then don't have an audience
- Restart – if you find that there are more than a couple of children off task and you'd be giving lots of children reminders then imagine pressing restart. Ring the chime bar and get the children to stand behind their chairs, do not give them a lecture of their behaviour but simply ask them (when they're all silent) to close their books. Then ask for eye contact and clearly explain your expectations for the lesson. Ask, 'Is there anyone who doesn't understand this?' Then ask 1 child to demonstrate outstanding learning; whether that be in the group work or independent work- once done, then ask table by table to begin working. Restart only takes 1-2 minutes and can have a more positive outcome rather than raising your voice/ becoming frustrated with your class/giving a 2 minute lecture!
- Slick routine – have everything the children need for the lesson/morning ready on their table. Have a morning activity ready – children must know the routine like the back of their hand.
- Clear instructions – Children disrupt if they're unsure of the task (more often than not). Give clear and concise instructions –say before independent learning, 'Is there anyone who does not know what they need to do?' Then clarify their question no matter how trivial.
- Minimise your teaching voice –Reduce the volume right down but still keep personality and enthusiasm for the lesson. This means the classroom feels calm and children must really listen to what you are saying.
- Use no words at all – A simple gesture can help if there is only one or two off task, a smile, a thumbs up (inferring are you ok?), or a physical movement to say stop or put that down. This is powerful as the teacher talk is not taken over with constant demands/complaints/picking up of behaviours.
- Don't ignore low level behaviour – Check if there is misunderstanding, 'Johnny do you need some support?' is the first question in a caring manner. If the child is obviously trying to distract then follow with reminders of expectations directly to the child and finish with, 'Do you understand what is expected during this lesson?'
- During a shine the light conversation ensure to reflect on the effect the child had on the learning of others. Emphasise the fact that they could have stopped others learning and try to get them to empathise, e.g. 'what feelings might Jimmy have today after you kept distracting him?' (see micro-scripts document) It is best to give reminders quietly and privately however this cannot always happen and so it is better to remind a child than ignore and let the behaviour escalate.

Appendix 3

Resources to support ‘shine the light’ conversations with children – some children will struggle with speaking, these ‘trackit lights’ cards are what we use to support with the shine the light conversation.

What happened? (Circle all the correct pictures)



Want to tell us more?



Feelings and Needs Card

This card helps you talk about how you are feeling and why you might be feeling like this.

Needs

































| | | | | | | | |
|---|---|--|--|--|--|---|---|
|  fun / humour amusement / frankness |  more to do / a challenge |  freedom / choice |  to be listened to and understood |  respect |  lonely / fairness / equality |  help / support |  consistency / stability |
|  self-expression |  physical well-being health / safety |  company / companionship |  rest / sleep / a break / space |  peace / quiet / focus |  love / harmony / comfort |  order / control |  other |

How were you feeling? (Circle the correct feelings)



What were you thinking?

Feelings

| | | | | | | | |
|---|---|---|--|---|---|---|---|
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |



House Point Menu

CHOOSE YOUR REWARD

50 points

- Bring a small cuddly toy to school to have on desk (Y2 upwards)
- Sit at the teachers desk to do your work (Year 2 upwards)
- 30 minutes i-pad time
- Hot chocolate
- Sweet bag
- Wear your slippers in the classroom
- Homework Pass
- Read a book outside
- Pick your own partner
- Choose where to work inside or outside
- Forest school time (30 minutes)

100 points

- Wear non-uniform for a day
- Sit with your friend for the day
- 30 minutes extra play with a friend
- 30 minutes football
- Cupcake and hot chocolate
- Spend some time with Maisie or Dotty
- Sit at the Golden table at lunch time.

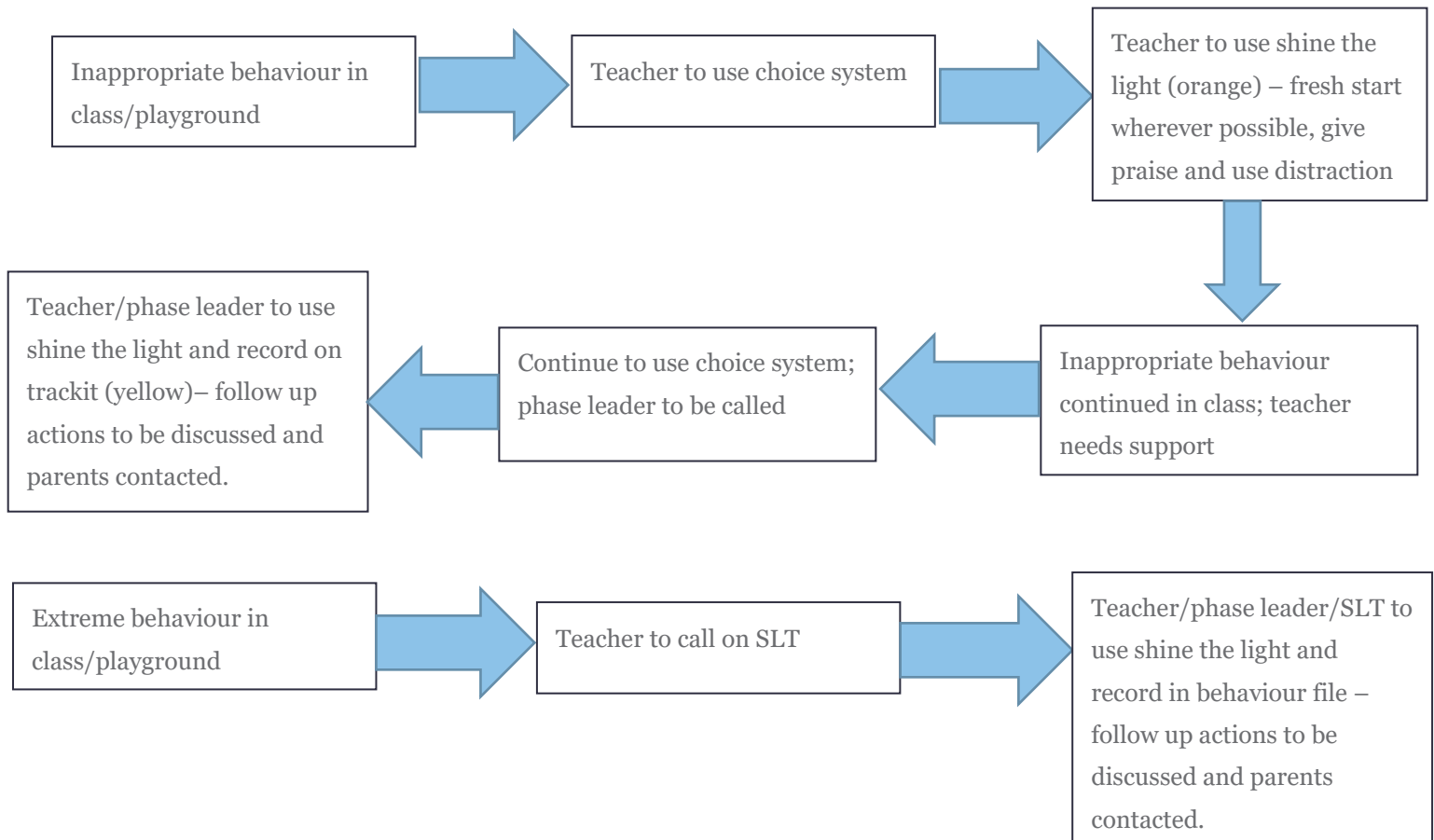
200 points

- Have an ice cream and 30 minutes extra play
- Movie afternoon with popcorn
- Silent disco with a bag of sweets
- Afternoon tea
- Make popcorn or fruit Kebab and eat it.

500 points

- Surprise experience

Flow chart of behaviour procedures- who to go to.



Appendix 4: Progression of rewards systems

We understand that developmentally children need different approaches to behaviour management and relationships. Because of this, we use a progressive approach to rewards.

| | |
|----------------|--|
| Nursery | <p>In class rewards used e.g. stickers, positive praise</p> <p>Trackits system is used to monitor orange and red behaviours only</p> <p>Value of the month spoken about during continuous provision in child friendly language</p> |
| Reception | <p>In class rewards used e.g. stickers, positive praise, marble jar</p> <p>Rainbow challenge</p> <p>Value of the month spoken about during continuous provision in child friendly language</p> <p>Value of the month tokens rewarded in Summer term – children can put into the tubes in shared area.</p> <p>Trackits system is used to monitor orange and red behaviours only</p> <p>Children receive value of month and star child certificates weekly in assembly.</p> |
| Year 1 | <p>In class rewards used e.g. stickers, positive praise, marble jar</p> <p>Rainbow challenge</p> <p>Value of the month tokens rewarded– children can put into the tubes in shared area.</p> <p>Children are included in the collaborative house points reward each month. House points awarded on trackits during carpet time. During continuous provision, children receive stickers or house points tokens.</p> <p>Children don't use the house points menu – they can earn a collective reward as directed by class teacher.</p> <p>Trackits system is used to monitor orange and red behaviours</p> <p>Children receive value of month and star child certificates weekly in assembly.</p> |
| Year 2 upwards | <p>In class rewards used e.g. stickers, positive praise, marble jar</p> <p>Value of the month tokens rewarded– children can put into the tubes in shared area.</p> <p>Children are included in the collaborative house points reward each month. House points awarded on trackits for behaviour/effort etc that is exceptional.</p> |

| | |
|--|--|
| | <p>Children choose rewards from house points menu each term and receive certificates.</p> <p>Trackits system is used to monitor orange and red behaviours</p> <p>Children receive value of month and star child certificates weekly in assembly.</p> |
|--|--|