

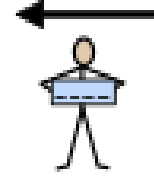




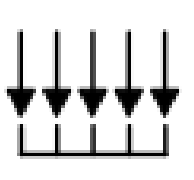
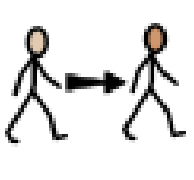


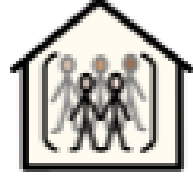


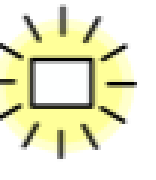



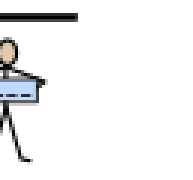




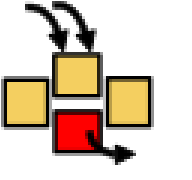
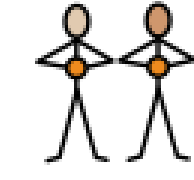
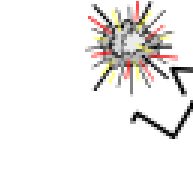
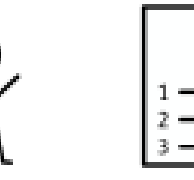

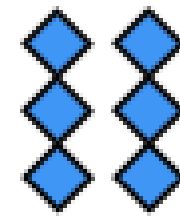
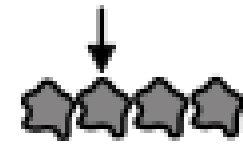
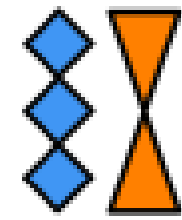
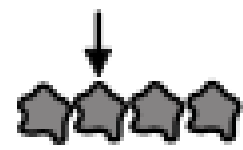
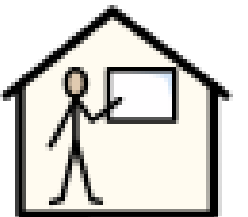
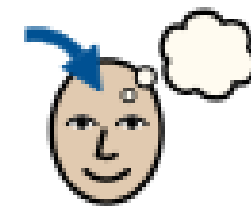
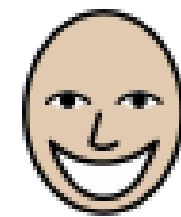
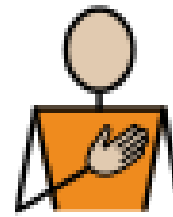
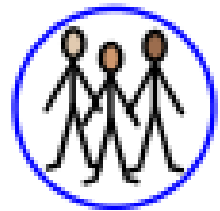
 Schools  have  something  called  policies,  which  is  information  we  all  follow  as  pupils  and  staff

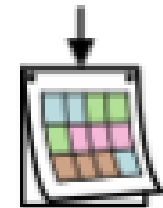
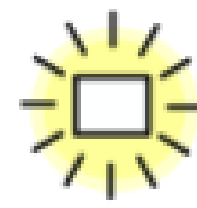
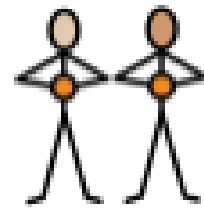
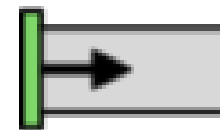
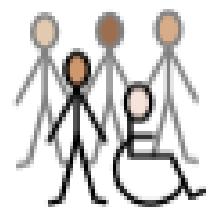
 We  have  a  new  policy  at  school  called  a  Relationships  Policy.  This  is  replacing  our  Behaviour Policy.



Some things will be different, some things will be the same.



The relationships policy will help us feel happy, safe and to learn at school.



We are going to start using our new policy for the rest of this year.

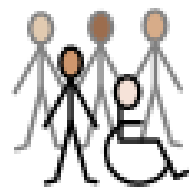
What's going?

The record of learning

RECORD OF LEARNING FOR: YEAR GROUP	CLASS NAME						TEACHER /S NAME						DATE:				
Reminder	Name not ed	1 min of play	5 min off play	Time out clas s	SL	Reminder	Name not ed	1 min of play	5 min off play	Time out clas s	SL	Reminder	Name not ed	1 min of play	5 min off play	Time out clas s	SL
<small>Children reaching 1 min off play on two or more occasions will not be eligible for the class rewards. Always send a time out of class slip with a sensible child and put slips your class Pastoral Folder Completed behaviour sheets should be sent down/ collected every Friday afternoon for Pastoral Team review on Mondays.</small>																	
PUPIL NAMES																	
*	L	E	A	R	N	*	L	E	A	R	N	*	L	E	A	R	N
*	L	E	A	R	N	*	L	E	A	R	N	*	L	E	A	R	N
*	L	E	A	R	N	*	L	E	A	R	N	*	L	E	A	R	N
*	L	E	A	R	N	*	L	E	A	R	N	*	L	E	A	R	N
*	L	E	A	R	N	*	L	E	A	R	N	*	L	E	A	R	N
*	L	E	A	R	N	*	L	E	A	R	N	*	L	E	A	R	N
*	L	E	A	R	N	*	L	E	A	R	N	*	L	E	A	R	N
*	L	E	A	R	N	*	L	E	A	R	N	*	L	E	A	R	N
*	L	E	A	R	N	*	L	E	A	R	N	*	L	E	A	R	N

Merits

22/04/2024	1	focus on learning	For completing their work this morning following their visuals.	Awarded a merit
22/04/2024	1	earned class marble	Supporting our peers in our class when they needed regulation time.	Awarded a class marble
19/04/2024	1	focus on learning	For working fantastically hard on our similes in English today.	Awarded a star on the chart
19/04/2024	1	earned class marble	For excellent recall of the model text in English.	Awarded a class marble
19/04/2024	1	focus on learning	Attendance Trophy in assembly	Awarded a class marble
17/04/2024	4	nominated by staff for demonstrating outstanding behaviour on school excursions	For representing our school on our trip fantastically today at the Carnegie Rooms	Awarded 4 merits each

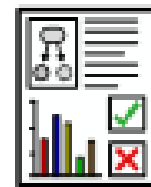


We



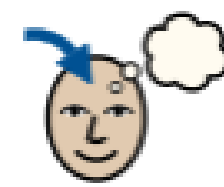
will not

have a



record

of



learning

or

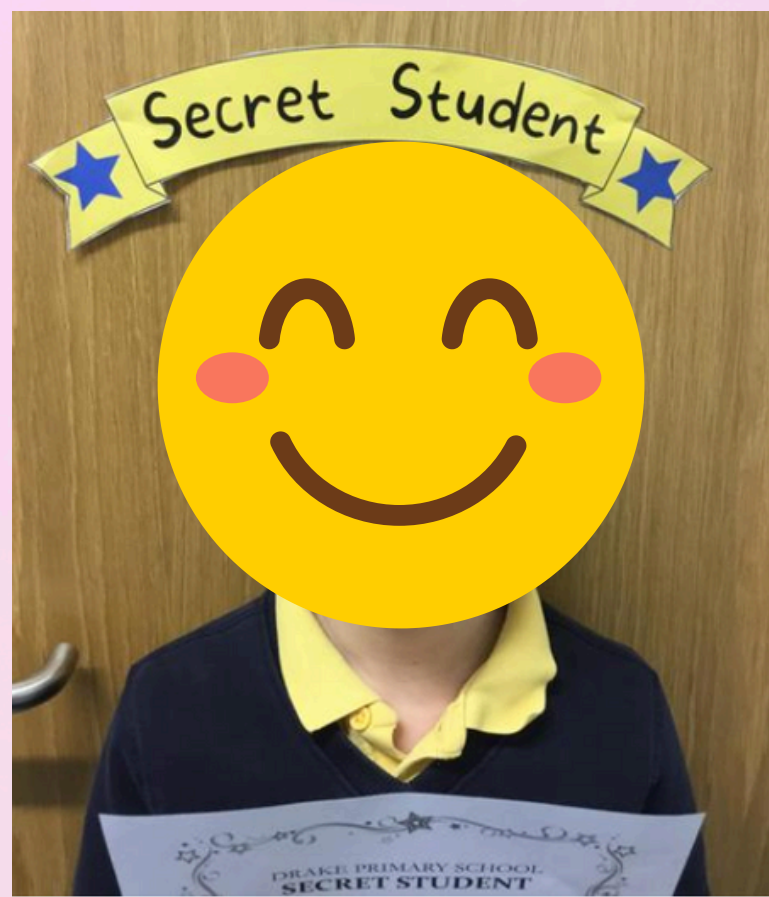


merits

anymore.

What's staying?

Secret student



Marble jar

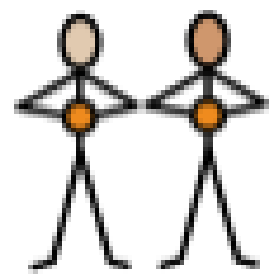


 We  will have  our  jar  and  secret student.

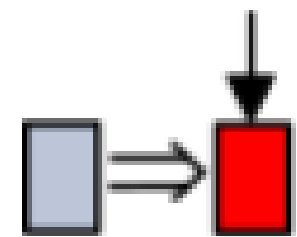
Logical Consequences

Logical consequences could include:

- Tidying the environment
- Learning being completed at another point in the school day
- Learning being sent home to complete
- Time in a regulation space
- Time in a buddy classroom

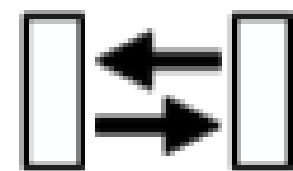


Our



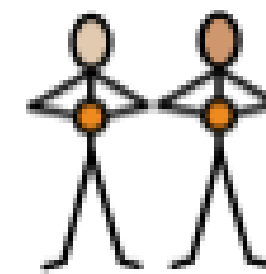
consequences

will

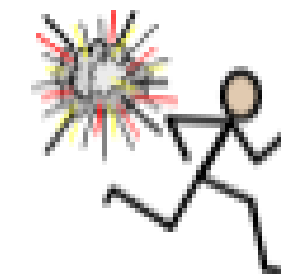


relate

to

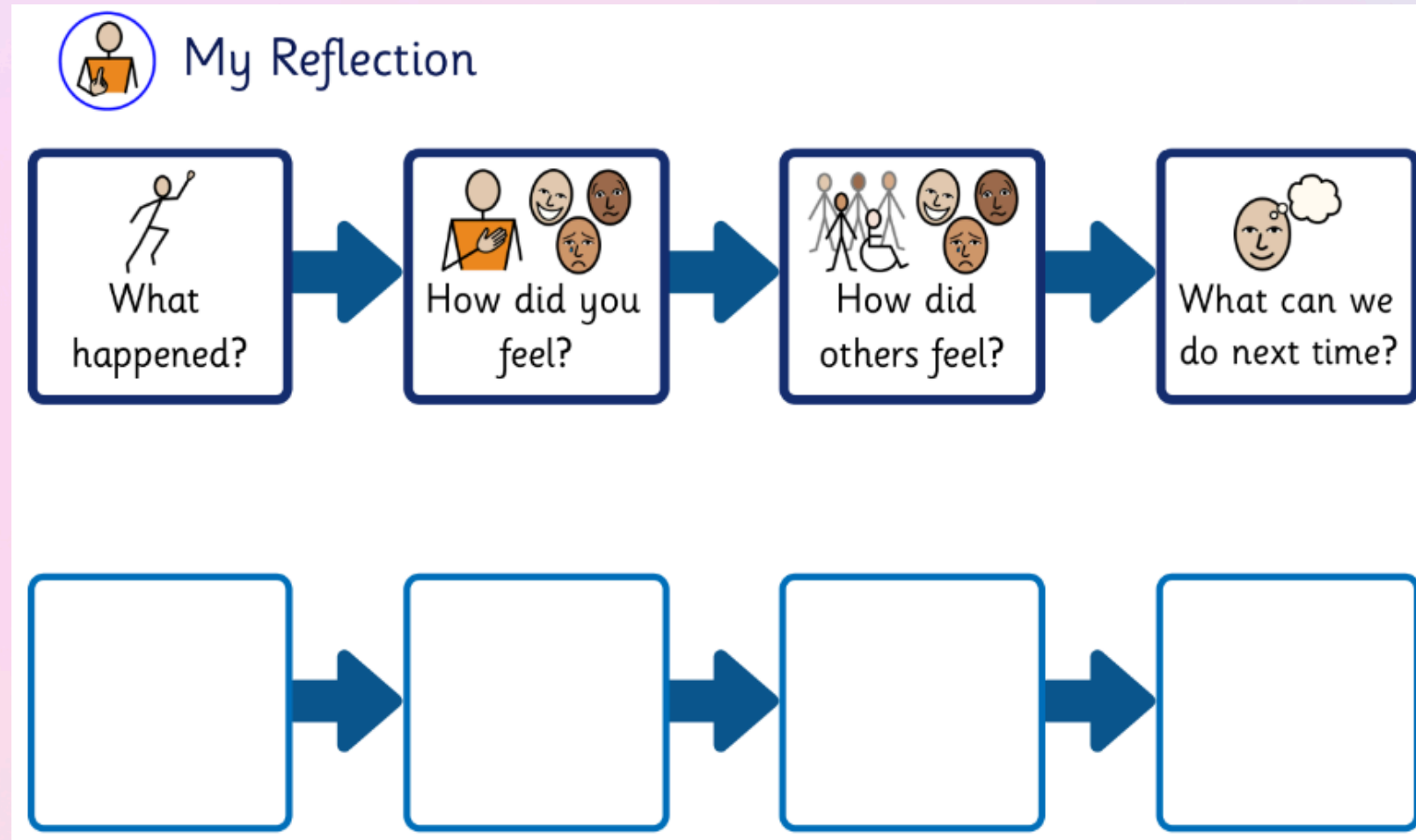







our

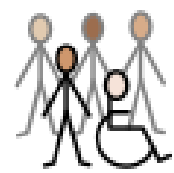


behaviour.

Restorative conversations



My Restorative Conversations		
	School	Home
What happened? 		
How was I feeling? 		
How did others feel? 		
What could I do next time? 		
What could others do to help me? 		



We



will have



restorative

conversations

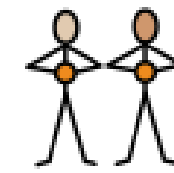


to help



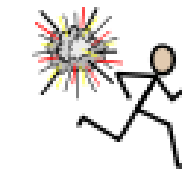
us

reflect

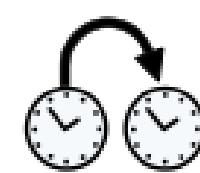


on

our



behaviour



for

next time.

The Relational Approach



CALM Scripts

Connect and Acknowledge - "I can see you are finding writing challenging today"

Limit and boundary set - "We do need to get two sentences written before playtime"

Move the behaviour forward - "Shall we do the first sentence together?"

Our non-negotiables for staff to build positive relationships

- Listening to the voice of all pupils
- Having an unconditional positive regard for all pupils
- Providing pupils with a calm, safe and nurturing environment
- Delivering a curriculum that is designed to engage all in their learning
- Providing morning greetings and wellbeing check-in's
- Using a PACE approach (see proactive approaches)
- Self-awareness, self-regulation and self-reflection – acknowledging that everyone makes marvellous mistakes!
- Upholding clear boundaries and high expectations
- Providing consistent, predictable routines and structure
- Building a sense of belonging for each individual child
- Being representative of all, breaking any cultural stereotypes
- Implementing assessment systems that allow all pupils to show their progress

Behaviour	Actions	Logical consequences	Positive recognition
<ul style="list-style-type: none"> • Repeated disruption of teaching and learning • Repeated disengagement in learning • Hurting others emotionally • Hurting others physically • Absconding from the classroom • Poor attendance and/or punctuality • Repeated inappropriate touching of others • Non-attendance at Educational Visits • Inconsistent support for learning and behaviour from home • Damage to minor property 	<p>Universal school actions</p> <ul style="list-style-type: none"> • CALM Scripts • Collecting pupil voice • Lesson planning adaptations • Giving pupils directed choices e.g. carpet or chair • Seating planning, positive role models • Relationship building • The PACE approach • The Zones of Regulation support • Development matters assessment • Boxall profiling • Logical consequences • Advice from line manager/Pastoral Team • ABC behaviour observations / behaviour analysis • Parent/carer collaboration • Differentiated PSHE curriculum • Social stories 	<p>Optional logical consequences for all stages within the restorative pathway.</p> <p>These will depend on the behaviour, pupil, context and related actions:</p> <ul style="list-style-type: none"> • Restorative conversation between pupils – conflict resolution support • Restorative conversation with a member of staff – in the pupil's own time • Time in a safe space/buddy classroom • Completing learning at another point of the school day • Tidying the environment • Learning being sent home • Meeting with parents and school • Significant incident letter 	<p>Optional positive recognition for all stages within the restorative pathway.</p> <p>These will depend on the behaviour, pupil, context and related actions: All pupils will receive positive recognition, regardless of their stage on the restorative pathway.</p> <ul style="list-style-type: none"> • Praise • Work used as an example for others e.g. sharing work under a visualiser • Sharing successes with families • Secret student • Marble jar – whole class rewards • Responsibility for a class or whole school routine • Leadership responsibility for whole school or year group e.g. school council, peer mentor, librarian, sports Coaches, eco schools' representative, head boy, head girl, prefects (Year 6) • "Special mention" during class phase worship that focus upon academic, non-academic achievements and exemplary behaviour • Visiting another adult in the school for praise • Positive marking of work children's work (see feedback within the teaching and learning policy)
<ul style="list-style-type: none"> • Persistent emotional harm to others • Bullying or cyberbullying • Serious damage to property • Repeated physical harm to others • Unsatisfactory attendance and punctuality, impacting on learning • Home school partnership is not positive and is detrimental to pupil progress and wellbeing • Serious persistent disruption • Serious and persistent refusal to follow instructions • Swearing • Considerable damage to property • Absconding from the classroom 	<p>Enhanced and specialist actions</p> <ul style="list-style-type: none"> • Pastoral team enhanced support • Pastoral Support Plan • Adaptations to interventions and provision groups • Parents/carer additional collaboration • Continuing logical consequences e.g. tidying an area, learning sent home • Referrals to relevant external agencies (see external agencies list) <p>Individualised Zones of Regulation Profile risk management plan (personalised behaviour pathway)</p>		
<ul style="list-style-type: none"> • Persistent, serious and harmful disruption to the learning of others • Persistent, serious physical harm to others • Threatening behaviour • Homophobic, racist, sexist or other hate comments • Sustained bullying including cyber bullying • Selling or using drugs/weapons • Illegal behaviour • Breakdown in relationships with parents/families and school impacts negatively on learning and wellbeing of child • Persistent and serious inappropriate touching of others • Serious damage to property • Absconding from school site 	<p>Specialist external actions</p> <ul style="list-style-type: none"> • Inclusion team advice • Specialist Resource Base referral • Educational Psychologist support • Adaptation of school timetable • Anti-bullying policy <p>On rare occasions, for persistent, serious behaviour breaches, exclusions will need to be considered. Please see relevant sections of the policy for information regarding exclusions.</p>		