



GEARIES PRIMARY SCHOOL

We act in the best ways we can; to support each child become the best version of themselves



Behaviour and Relationships Policy

Draft: September 2025
Subject to October ratification:



**Gearies Primary
School**

Behaviour and Relationships Policy

The aims and approaches of this policy have been influenced by the works of Paul Dix and Iram Siraj Blatchford

Introduction

When approaching and creating this policy, we have worked as a whole staff and have gathered input from governors and pupils to ensure that we develop an approach that the whole community can engage with and can implement with conviction.

Throughout our aims are to support the key statement in our Whole School Vision:

“We act in the best ways we can, to support each child to become the best version of themselves.”

Aims

This policy aims to:

- To ensure that a consistent, yet equitable approach is used to manage behaviour effectively
- To ensure that our approach is clear to staff, adults and the wider community
- To ensure that the approach taken encompasses our school vision by acting in the best ways that we can, to support our children to be the best version of themselves
- That the aim for our children is to display behaviour which ensures that they are Ready (to learn), Respectful (to all) and Safe.

How will this be achieved?

- To implement a visible, practical and consistent approach across the whole school when dealing with behaviour
- To ensure that our approach is equitable
- Outline clear expectations and consequences of behaviour
- To approach the behaviour management with visual kindness and professional love and care
- To ensure that clear boundaries in place that are communicated and reinforced calmly
- To ensure that children feel safe and happy within school and know where to get help if this is not the case
- Deliberate ‘botheredness’ is employed – children feel bothered about and staff bother about how their actions impact upon the children
- Staff recognise that there is a time and a place, a child and a context to apply each of the suggested strategies – ie, that they apply the most appropriate strategy for the situation and child(ren) that they are dealing with.

Our School Rules

The school has 3 simple rules (also known as the 3 B’s):

- Be Ready – ready to engage, ready to learn, ready to contribute
- Be Respectful – to everyone at all times
- Be Safe - aware of the safety of others and of ourselves in class, in the playground and in our community

These rules can be applied to a variety of situations and are taught, modelled and encouraged by all members of staff around the school.

Our School Values

Underpinning our fundamental principles are the values that we promote and uphold throughout the school. These shared values apply to all who are part of our school community:

Truthfulness

Kindness and Generosity

Motivation

Courageousness

Optimism

Resilience

Fundamental principles

All members of our school community have the right to:

- feel secure and safe.
- feel happy and be treated with kindness and understanding.
- be treated fairly and consistently.
- be listened to (at an appropriate time);
- be treated with respect and politeness.
- be treated with empathy.

Roles and responsibilities

The governing board has overall responsibility for:

- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

The Co-Headteachers are responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school including evaluating the policy's effectiveness.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy and its effectiveness.

Staff members are responsible for:

- Ensuring that they have read and understood all aspects of the policy
- Implementing the policy effectively and following the ethos and strategies stated within it
- Referring to the policy at all times when dealing with incidents of both positive and negative behaviour

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

The fundamental principles which underpin our Relationship and Behaviour policy are:

- Unconditional positive regard for all pupils.
- An avoidance of shouting to address behaviours.
- A focus on choice: we refer to good choices (which lead to good consequences) and choices which are poor (which lead to negative consequences).

The main reasons for using a language of choice are:

- Self-management of behaviour and reflection on behaviour choices made i.e. there are always different behavioural options. Any poor behaviour is a result of the choices made rather than negative expectations associated with 'labelling' of a child.
- Recognising, acknowledging and rewarding pupils for their positive choices, use of our three behaviour rules of Ready, Respectful, Safe.
- Consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour.
- Adopting a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly.
- Encouraging pupils to be proud of their school.
- Encouraging pupils to be responsible for their own behaviour and goals and have a sense of collective responsibility.

Consistency of approach

In implementing this Relationship and Behaviour policy, we acknowledge the need for consistency.

- Consistent **language** and consistent response: simple and clear expectations reflected in all conversations about behaviour
- Consistent **follow up**: ensuring "certainty" at the classroom and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but only delegating when necessary or their intervention has been unsuccessful
- Consistent **positive reinforcement**: routine procedures for reinforcing, encouraging and celebrating
- Consistent **consequences**: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent **expectations**: referencing and promoting appropriate behaviour
- Consistent **respect from the adults**: even in the face of disrespectful learners
- Consistent **models of emotional control**: emotional restraint that is modelled and not just taught, teachers as role models for learning
- Consistently **reinforced rituals and routines for behaviour around the site**: in classrooms, around the site and at the school reception
- Consistent **environment code of conduct** evident of our values
- Consistency of **reporting** – ensuring that Phase leaders and SLT are aware of behaviour issues through CPOMs.

"Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority." Paul Dix Adult Behaviours "When the adults change, everything changes" (Pivotal Education)

Expectations of Adults - Consistent adult behaviour will lead to pupils to consistently feel able to follow to our expectations and feel safe to follow instructions from adults.

We expect every adult to:

- Meet and greet at the door/beginning of the day ensure a morning greeting (depending on KS).
- Refer to the 3 B's 'Be Ready, Be Respectful, Be Safe'.
- All staff are expected to model positive behaviours and build respectful relationships with pupils.
- Plan lessons that engage, challenge and meet the needs of all learners- ensuring that 'every second counts' in terms of planning, preparation and delivery of lessons
- Teachers use a whole class recognition system (e.g. Dojo points) to promote ownership of behaviours and reward positive behaviours seen throughout the day.
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- All staff challenge inappropriate behaviour and use a consistent and calm approach when managing behaviour.
- All school staff use consistent language to recognise and promote positive behaviour.
- All school staff use restorative approaches when managing behaviour.

The Head Teacher and The Senior Leadership Team:

- Provide a visible presence around the school, modelling expected strategies and responses, to promote appropriate conduct.
- Regularly celebrate children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls, texts, notes home, stickers and certificates.
- Support teachers and staff in managing children with more complex or challenging behaviours.
- Make sure that 'restorative conversations' are completed.
- Regularly monitor behaviour management to ensure that this behaviour management policy is consistent delivered across the school
- Ensure that staff training needs are identified and met by providing: o behaviour management training as part of new staff induction o regular whole school behaviour management training o individual behaviour management coaching and/or mentoring

Members of staff who manage behaviour well:

- Are calm and consistent.
- Promote and acknowledge positive behaviours by deliberately and persistently identifying children doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all children.
- Relentlessly work to build and model mutual respect.
- Demonstrate unconditional care and compassion.

We recognise that clear structure, support and a safe environment will have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely, children are praised publicly and reminded in private.

Children want teachers to: - We could survey our pupils and see what they say with regard to this

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Pupils will:

- Be ready to Learn
- Be respectful
- Be safe

Parents/Carers will:

- Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education.
- Foster good relationships with the school and support the school in the implementation of this policy.
- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.

Recognition and rewards for effort

We recognise and reward learners who continually demonstrate positive behaviour. Positive behaviours reflect our school values or ‘the 3 Bs’. Our staff understand that at Gearies we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Positive rewards include positive messages home for behaviour that is ‘over and above our expected standard of behaviour. This may take the form of:

- A positive postcard home,
- A phone call
- A face-to-face chat.
- Stickers
- Dojo points
- Class games

Celebration Assembly

Our celebration assembly is on a Friday, where one child from each class will be chosen for a positive reason. The child will have consistently gone “over and above” their usual achievements or those of their peers during that week.

Managing Behaviour Positive - Recognition Boards

“The advertising of poor behaviour to the rest of the class doesn’t help, but routinely advertising the behaviour that you do want does” Paul Dix

Each class will have a Recognition board. The teacher will write at the top of the board the behaviour they are focusing on. Examples could include “One voice” for classes who constantly talk over each other,” speak politely” to emphasise manners or hands and feet to yourself, for those who give them to others too freely.

The focus can also relate to learning behaviours “Accurate peer feedback” persuasive language” or “show working.” When the teacher sees children demonstrating the behaviour well, they will write their name on the board.

The recognition board 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.

At the end of the lesson /session/day (depending on context) the aim is for everyone to have their name on the board.

The focus should be decided by the class teacher according to the needs of their class, but there may be occasions that this is directed by SLT or their Phase leader.

The focus should be changed at least weekly, but may be more frequently depending on the needs of the class. Teachers are encouraged to reward their class with a 5 minute game if everybody achieves the focus within an agreed time period.

Sanctions which may be applied at breaktimes/ dinner times

Lunchtimes

At lunchtimes we expect every child to abide by all the school rules and it is the role of the midday supervisors to oversee this and to encourage this. They should be proactive in discussing the rules with children as and when whilst referring to them when they have not been adhered to.

Good choices by children are expected to be taken by children all of the time whilst following the 3 B's.

If children are observed not following it then they should be verbally reminded of the 3 B's in the first instance. If persistent behaviour is seen then the child may be asked to shadow a midday supervisors/adult on duty for a period of 10 minutes whilst positive discussion about expectations will take place. Incidents should be told to the class teacher at the end of a break/lunchtime. These are then logged onto the CPOMS system by the Class teacher/member of SLT if necessary. These are monitored by senior leaders on a weekly basis so that any patterns of behaviour can be identified and acted upon. This means that behaviour can be quickly addressed by school leaders. There may be a need to contact parents/carers if inappropriate behaviour is regular.

- All children are expected to follow the Playground Rules
- If child is observed not following the 3 B's then midday supervisors will verbally remind child of expectations.
- If this persists then child will be asked to walk alongside midday supervisors.
- If aggressive/violent behaviour has been displayed then a discussion should be had with child/children AND a senior member of staff should be informed.
- If aggressive/violent behaviour has been shown then child/children may miss playtime/dinnertime of that day or the next day.
- Child may be asked to miss playtime /breaktime for a longer period (eg week) if aggressive behaviour is seen on more than one occasion within a week period.

If there is a physical altercation between pupils at lunchtimes/ playtimes this will immediately be referred to the school's leadership team and the class teacher will be informed. These are then logged onto the CPOMS system by the Headteacher/Senior Leaders if necessary. These are monitored by senior leaders on a weekly basis so that any patterns of behaviour can be identified and acted upon. This means that behaviour can be quickly addressed by school leaders. There may be a need to contact parents/carers if behaviour is regular poor behaviour at breaktimes happens.

The Three Step approach

Children are taught the "Three Step approach" to managing incidents in school. When they encounter a behaviour issue the following steps should be used:

Step One: child to say to aggressor "Stop it, I don't like it"

If the behaviour persists move to step two.

Step Two: child to say to aggressor "Stop it, I don't like it. If you do it again I'll tell the teacher."

If the behaviour persists, move to step three.

Step Three: tell a teacher

This strategy builds children’s self-confidence and develops assertive responses to managing oneself.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Children should be encouraged to use the 3 step approach when they encounter behaviour that they don’t like (detailed above).

Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Sanction Steps

Steps	Actions
1)Redirection/Reminder	<ul style="list-style-type: none"> • Gentle encouragement, a ‘nudge’ in the right direction. • A reminder of our three simple rules - Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. • De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. • Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2)Caution	<ul style="list-style-type: none"> • A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. • The learner has a choice to do the right thing. • Learners will be reminded of their good previous good conduct to prove that they can make good choices. • “stop, think, make the right choice” • “think carefully about your next step”
3)Last chance (5 minutes after class for restorative conversation/10minutes in reflection time)	<p>Speak to the pupil privately and give them a final opportunity to engage Use the 30 second scripted intervention</p> <ul style="list-style-type: none"> • I have noticed that you are... (having trouble getting started, wandering around etc.) right now. • At Gearies Primary We ... (refer to the 3 school rules – ready, respectful and safe) • Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? That is who I need to see today... • • Thank you for listening... then give the child some ‘take up’ time.
4)Cool off	<p>Cool Off might be a short time out either in their classroom or away from the classroom with another class within the same phase/LSA/sensory room.</p> <p>It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.</p>

5) Repair Restorative conversation	<p>5 questions is usually enough from the following:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future? <p>You may feel that you want the child to write their replies to this if the conversation or may use this time to write a letter to anyone that has been upset by their behaviour</p>
6) Consequences	<p>If a child has two incidents in a week requiring reflection the class teacher must inform parents. This must be recorded on CPOMS.</p> <p>If a child has three or more incidents in a week (or regular incidents) requiring reflection a meeting with SLT and parents/carers will be arranged.</p> <p>This must be recorded on CPOMS. Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour.</p> <p>A serious breach may lead to a fixed term suspension.</p>

Serious Incident Procedure

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Co-Headteachers, AHTs or Phase leaders.

Such incidents could include:

- Aggressive fighting
- All forms of bullying (when it has been confirmed as bullying)
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults.

If a phase leader or other senior member of staff deals with an incident, they should ensure that they have informed the class teacher of the pupils involved.

Recording:

All members of staff are trained to use our secure online recording system, Child Protection On-line Management system (CPOMS) to record safeguarding, behaviour and parental communication incidents. Staff will ensure that behaviour incidents are recorded and therefore shared with SLT for the following type of incidents:

- Verbal incidents
- Physical incidents
- Damage to property
- Repeated defiance
- Persistent Low-Level Disruption

Theft

Staff will use their discretion as to the need for recording and sharing of information, based on SLT guidance. All staff receive regular training on positive behaviour management and this is ongoing at each stage.

In Induction, all new staff members are required to read the policy.

School suspensions and permanent exclusions

Fixed Term suspensions

We believe that, in general, suspensions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term suspension the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Restorative Practice

We use Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom (Behaviour Blueprint). Any form of humiliation or sarcasm is not acceptable and this includes practises such as writing names board hi-lighting inappropriate behaviour. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

Children with Social, Emotional and Mental Health Problems

Children who exhibit behavioural problems will need to have a behavioural management support programme put in place – a Behaviour Support Plan. For some children it will be necessary to place them on the SEND list for social, emotional and mental health issues. In these cases, the Co-Headteachers /SLT and pastoral staff/phase leaders will be involved, as well as Parents/Carers. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service/SEATTS.

Supporting pupils with SEND

Expectations for managing behaviour of pupils with SEND:

For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is

important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage.

Using the regulation strategy will help identify the child's feelings, triggers and appropriate way to respond.

All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have understood their individual needs and the strategies that they respond best to.

Teachers need to adhere to guidance provide by the SENDCo to understand what works and what doesn't work for that child. For example: If a child has ADHD and possibly has difficulty keeping calm and focussing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they require physical time. There would have to be other steps/approaches in place for that child that should be followed. All parts of their school day should be considered including after school clubs, and all adults should be fully aware of their needs in those times too. Behaviour scripts and systems can be adapted to suit the needs of individual pupils.

If a child does not respond to policy systems, evaluate why and what would work better for that child. Their individual plan and adapted expectations for behaviour should be monitored by the AHT for Inclusion. Adults needs to be aware of children's triggers for negative behaviour.

Teachers who are preparing their classes to be covered by someone else must ensure adapted approaches are left out and/or communicated with covering teachers / adults so the approach to managing their behaviour is always consistent. Teachers will need to be particularly aware when leaving a child with attachment needs or who have previously suffered trauma.

Behaviours that children with SEND that might exhibit to try and communicate with you:

- **work avoidance**- this might be because they have not understood instructions or require reassurance that they are doing the right thing.
- **focussing their attention** on the adults- following and asking repeated questions- this might be for more reassurance that they doing the right thing or that they are liked.
- **calling out**- this might be so they feel noticed and to also feel reassured

Some members of staff are trained in positive handling. This is designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed.

Equality

The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010 in reference to this policy. No member of staff will discriminate against, harass or victimise children because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment.

For children with SEND, this includes a duty to make reasonable adjustments to policies and practices.

- Reasonable adjustments for pupils will be recorded on an individual behaviour plan or an SEN pupil profile outlining the provision needed for a particular individual. This may include the development of behaviour modification strategies with the advice of external agencies eg. Educational Psychologist, behaviour consultant, Social services or CAMHS.
- A reduced timetable may be put in place in line with guidance from the Borough. Children on reduced timetables will be reported to the Governors and the Primary objective is for these children to return to full time provision as soon as possible.
- A risk assessment based on prior behaviours may result in the pupils being restricted from some activities such eg. attending school trips but only if the behaviour is dangerous.

Is the policy working?

We need to constantly evaluate:

- Is this policy manageable to implement and does it ensure consistency across the whole school?
- Are the procedures and strategies having an impact on individuals/classes where pupils are taking responsibility for their own behaviour?
- Are pupils developing the behaviours for learning?
- Does the policy ensure the involvement of all adults, pupils and parents thus developing a safe and emotionally literate environment?
- Do routines and approaches to behaviour need to be adapted to suit particular needs of children (including children with SEND)?
- Do children actively use their school Values to make positive choices rather than just use them to reflect on behaviours after negative choices?

Behaviour Target plan

If behaviour is consistently poor as shown by internal referrals, lunchtime incidents or becomes a cause for concern, a formal meeting will take place. This will be led by a member of SLT or Headteacher. There will then be agreed targets based that will be monitored over a defined number of weeks. This will be known as the child being placed on a Behaviour Target plan. Parents will be informed at this stage and invited in to work with the school. Behaviour towards agreed targets will be done discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

Getting the Basics Right – Ensuring visible consistency

These simple consistencies are key to the success of the policy and need to be adhered to by all staff:

At the start of the day	Children are greeted at the gate that they are designated to enter the school by members of staff including a member of SLT
On arrival	Teachers greet children as they enter the classroom and ensure that children are following expectations as they put their coats and belongings on their pegs
Playtimes/end of lunchtimes	Teachers need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into class. Children are motivated to display 'legendary lining up'.
Transition	Children are expected to show 'terrific transitions' by employing 'wonderful walking' by walking calmly and quietly around school.
End of lunchtimes	Children eat calmly and without raising their voices. Sensible walking around the dining room / classroom. Children ensure they have cleared their space when they have finished eating.

End of the day	At the end of the day, children should be escorted to the appropriate place on the playground by the class teacher who has led the last session of their school day. Teachers should ensure that pupils are employing wonderful walking and terrific transitions ending with a legendary line before being dismissed by the teacher. SLT are visible at the end of the day.
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Behaviour Curriculum

Gearies Primary School has a robust PSHE and RSHE curriculum which makes behaviour expectations clear as well as outlining healthy and unhealthy relationships. Underpinning our whole ethos are our key values which are hi-lighted and explained during assemblies as well as being referred to when discussing behaviour with pupils.

Gearies Primary School Behaviour Blueprint



At Gearies Primary School we expect our pupils to aspire to the following values and attitudes:

TRUTHFULNESS KINDNESS MOTIVATION COURAGE OPTIMISM RESILIENCE

Our rules are that we should be:

Be Ready (to learn) Be Respectful (to all) Be Safe

Relentless Routines:

Wonderful Walking Legendary Lining-Up Heroic Hands-Up Terrific Transitions

Behaviour Management Steps:	Microscript (30 second intervention)	Restorative Conversation
<ol style="list-style-type: none"> 1. Redirection (Non-verbal clues) 2. Reminder (3 rules privately) 3. Caution (Outlining behaviour and consequences) 4. Last Chance (30 second intervention) 5. Time Out (Cool off elsewhere, 5 minutes maximum) 6. Repair (Restorative conversation) 	<p>-I have noticed that you are ... (having trouble getting started, wandering around etc) right now</p> <p>-At Gearies we (refer to the 3 school rules – ready, respectful, safe)</p> <p>-Because of that, you need to ... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)</p> <p>-See me for 2 minutes after class/during break</p> <p>-Do you remember yesterday/last week when you ... (refer to previous positive behaviour)</p> <p>-That is who I need to see today ...</p> <p>-Thank you for listening ... then give the child some 'take up' time</p>	<p>-What happened?</p> <p>- What were you thinking at the time?</p> <p>-What have you thought since?</p> <p>-How did this make people feel?</p> <p>-Who has been affected?</p> <p>-How have they been affected?</p> <p>-What should we do to put things right?</p> <p>-How can we do things differently in the future?</p> <p>(underlined questions are for younger children. KS2 children should go through all of the questions)</p>
Hands on top – that means stop		1,2,3 – eyes on me
<p>We recognise over and above behaviour with:</p> <p>Positive praise, Dojo points, celebration certificates, praise cards, class recognition boards,</p>		

Restorative Practice

Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

Why use a restorative approach?

- Punishment doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalization. They may be removed from school, but remain a problem in the wider community

Restorative Questions 1

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

Restorative Questions 2

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

A model of positivity – A summary of key behaviours for adults

- Smile!
- Convince your class that there is no place that you would rather be.
- Find out what makes a learner feel important, valued, like they belong.
- Reward learners for going 'above and beyond' expectations, not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs.
- Mark moments with sincere, private verbal praise.
- Make positive phone calls home.
- Write down your praise and reinforcement; mark the moment and 'anchor' the behaviour.
- Show learners their ideas and experiences have real value.
- Ensure your mechanism for positive referrals is individualised.
- Catch learners doing the right thing, don't let sleeping dogs lie.
- Use subtle, private praise and reinforcement.
- Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important.
- Class displays and classroom environments that demonstrate high expectations.
- Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.

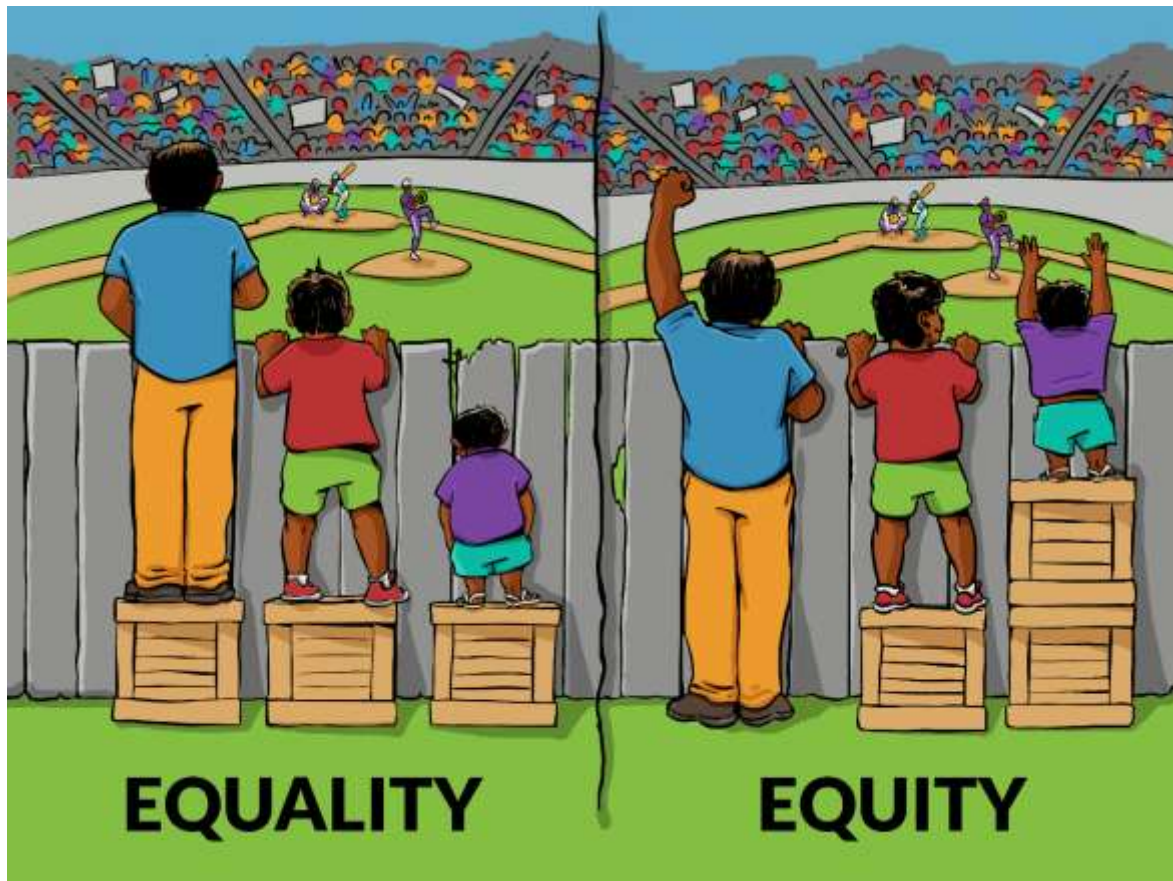
Habits of adults who manage behaviour well:

- They meet and greet.
- They persistently catch individuals doing the right thing.
- They teach the behaviours that they want to see.
- They teach learners how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context.
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.
- They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept.
- They refuse to give up.
- They keep their emotion for when it is most appreciated by the learners.

Understanding Equity vs Equality

"Equality is giving everyone the same pair of shoes. Equity is giving everyone a pair of shoes that fits."

— Author unknown



Equity and equality are different.

Equality means everyone is treated the same exact way, regardless of differences.

Equity means everyone is provided with what they need to succeed.

