

EMBEDDING OUR SCHOOL VALUES AND HEALTHY RELATIONSHIPS (Year 5 and 6)

OUR BELIEF

We aim to ensure that all our children become socially responsible citizens of our community and the wider world. To enable this we provide consistent expectations, clear follow up and support when things might not go as expected. We want to ensure that children can learn and play in a calm and safe environment.

We understand that all behaviour is communication and recognise that children may require support in communicating effectively in a wide variety of social settings. In these times we will connect before correction and when required delve deeper into understanding the individual before taking next steps.

The world can be a complex place for children to navigate: our school values and healthy relationships aim to help children to find their way successfully; forming strong, positive and trusting relationships with both children and staff. Staff are proactive in building safe and trusting relationships with children. They will give time throughout the school day to get to know each individual so that they feel valued and understood. All staff will teach children appropriate behaviours and enable them to apply this learning to a variety of settings.

We establish an environment where exemplary behaviour is at the heart of productive learning. We know that a consistent environment along with understood routines and expectations aid children to feel safe and secure. We want our children to have a real sense of security in our adults.

RESPONSIBILITIES

We want to establish a collective responsibility in ensuring that the school values are followed to the best of a child's current ability. It is the collective responsibility of families, school and the child to do this.

STAFF WILL

- Be positive role models (encompassing the school's values) - verbal and non verbal.

- Be unshockable - not respond emotionally to unwanted behaviours.
- Follow the school processes and talk prompts when teaching behaviour.

FAMILIES WILL

- Be positive role models (encompassing the school's values) - verbal and non verbal.
- Get to know the school's embedding school values policy.
- Reinforce the policy at home.
- Raise any concerns about behaviour management directly with the school while working in partnership with us.

CHILDREN WILL

- Use their best endeavours to follow the school rules.
- Do all they can to create a culture of exceptionally good behaviour: for learning and for community life.
- Not give others attention for poor conduct.
- Take responsibility for the consequences of their behaviour.
- Report misbehaviour to adults.
- Reach out if they feel they need support.

CONSISTENCY

Children have a strong sense of fairness and flourish when clear expectations are applied consistently. At our school, our 3 simple rules supported by processes that are followed by all adults enable us to provide this.

OUR 3 SIMPLE RULES

WE ARE RESPECTFUL

Infants - we care about ourselves and others.

Juniors- we try our best in all that we do and assist others to do the same.

WE ARE RESPONSIBLE

Infants - we look after our school and take pride in our work. Juniors- we are where we should be and contributing effectively.

WE ARE POSITIVE

Infants - we try our best in all that we do.

Juniors - we have a can-do attitude and remain solution focused.

NOTICING POSITIVE BEHAVIOURS (ABOVE AND BEYOND)

We notice and reward learners who go 'above and beyond' our expected standards. When noticing we always use specific labelled praise so children understand why their behaviour has been deemed 'above and beyond'.

We understand that above and beyond will look and sound different for many children in our school. Through our strong relationships, working in collaboration with families and our in school communication systems all of our staff will identify and celebrate pupils who are going 'above and beyond' in their own way.

When positive behaviours are noticed these may be shared publicly and can lead to recognition and rewards: thank children personally, discussion with a senior leader, postcard home, phone calls home, above and beyond recognition, certificate in assembly.

WHEN BEHAVIOUR DOES NOT ALIGN WITH THE SCHOOL VALUES/RULES

We believe that pupils in Years 5 and 6 will have internalised the schools expectations and processes; therefore we want them to be self regulating in line with these. Research demonstrates that, continuing to talk to children about behaviour that they know or can reasonably work out is not appropriate, can be condescending to the individual and may be providing the misbehaviour with the attention the individual is attempting to gain. Therefore we want the adult response to be one that delivers high expectations and compassionate discipline.

REMINDER - reminder of the expectations

TAKE A BREAK - learner will take a self administered 2 minute break outside of the classroom. Child is expected to return to the classroom and continue with their learning.

Any behaviour that leads to a child taking a break, will lead to the individual completing either a self reflection sheet, completing lost learning or an action consequence for a maximum of 10 mins during the next breaktime.

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COMMUNICATING WITH FAMILIES WHEN BEHAVIOUR IS NOT IN LINE WITH THE SCHOOL VALUES

Our communication system is designed to keep you well informed, whilst enabling our staff to focus their attention on delivering high quality lessons and ensuring high expectations of behaviour. We will communicate any behaviour that is not inline with our school values via parent hub. We will provide you with an overview of the behaviour and clearly link the behaviour to our school values/rules to support conversations at home to be aligned with the school.

SERIOUS DISREGARD

These are extremely rare cases in our school, but when they do occur we do take them seriously. It is not possible to provide an exhaustive list of serious breach examples; however, it is possible to provide some examples as reference points:

- purposeful, physical act on another adult/child;
- discriminatory behaviour and prejudiced behaviour (inc all characteristic protected under the Equality Act)
- derogatory language (inc all characteristic protected under the Equality Act)
- damaging school or another person's property.
- persistent disruption of the learning environment.

A serious disregard will always be followed up with our 6 step process (see policy), communication with families via parent hub and an action consequence.

ACTION CONSEQUENCE (Payback/Community Service/Restorative or Educative work)

When a child's choices have seriously impacted on the learning or welfare of others, they will be involved in one of the above actions to help them learn from their choice of behaviour. This will always be connected to their actions, as

well as being time and age appropriate.

Payback - give directly back to the recipient/s in a short space of time. (Short term)

Community Service - a more sustained period of reflection time.

Restorative - attempt to repair any emotional damage.

Educative - the child does not fully understand how their behaviour has affected others or how to improve their behaviour.

For more detailed information on any of the above, please refer to our policies on our school website. Any SEND information will always be taken into consideration. (This document does not act as a replacement of our policies)

TIPS FOR FAMILIES

Model behaviours you wish to see

Children will do as you do and not always do as you say. Try to be a constant positive role model for your child and encourage others in their lives to do the same.

Interact with children about their lives in a positive and curious way

Positive relationships will undoubtedly improve behaviour and everyone's daily experience. Children want to feel valued, listened to and recognised as individuals. Ask children about their day; a book they have read or game they have played; and enjoy just listening. This will allow for learning about your child, leading to positive future interactions.

Remain emotionally in control

Children crave attention and security in adults. If they are taught that negative behaviours get your attention, this can perpetuate the behaviour. Even if it is not what you feel on the inside - remain calm externally. This will show the child that you have control in any situation. You may find this phrase useful: I am going to take some time alone to consider what I / we are going to do next.

When communicating - get on their level

Use language that is age appropriate and get physically down to their eye level. This will make the child feel more comfortable.

Provide connection before correction

Supportive relationships are vital for children's development and we want children to feel valued and understood whilst supporting them to develop behaviour. To support this try to provide a connecting statement prior to any correction of behaviour.

Eg. I can see that you are tired and we can talk about this later, but right now we need to get ready to...

I know that you really want to eat the cake before dinner but cake is for after....

Avoid asking questions to alter initial behaviour

Many adults make the mistake of asking questions to alter behaviour: why are you talking? What are you doing that for? This approach usually leads to a negative dialogue and is actually very difficult for the child to answer. Instead, instruct the child about how to change the behaviour: sit up whilst eating your food; put your clothes in the wardrobe. Finish the statement with thank you, not please.

Only respond to the initial behaviour

Secondary negative behaviours will at times be displayed, i.e. slamming a door. However, when teaching behaviour, it is the initial behaviour that requires developing. The secondary behaviour is consequential and should be ignored.

If you wish to discuss any of the above with the school please do not hesitate to contact our embedding school values lead.

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