

Didsbury CE  
Primary School



The three values we embrace:

*Belonging, Believing, Becoming*

## **Relationships and Behaviour Policy**

**Our Vision**

**Rooted in Mark 4: 30 - 32**

Our Christian school exists to provide a welcoming environment in which everybody is cherished and challenged to fulfil their potential.

# Didsbury CE Primary School

## Relationships and Behaviour Policy

### Context

This policy sets out the expectations of behaviour at Didsbury CE Primary School. The Governing body, staff and pupils seek to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. It also sets out the consequences for misdemeanours should they arise. The policy is designed to reinforce our school vision which is rooted in Mark 4:30-32:



### The Parable of the Mustard Seed

Again he said, "What shall we say the kingdom of God is like, or what parable shall we use to describe it? It is like a mustard seed, which is the smallest of all seeds on earth. Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade."

Viewing the 'whole child' is important to us when considering how we manage behaviour in school. Just like the mustard seed which grows and flourishes, so do our pupils. However, children need support and direction along the way to be able to understand themselves and their relationships with others. A huge part of this is the Christian tradition of forgiveness. Children at Didsbury CE are shown that forgiveness and reconciliation are important parts of life.



Didsbury CE acts as a safe place where children are given the skills and confidence to be able to navigate choices and eventually leave well-equipped for the next stage of their journey. This is depicted through the birds on our Trust logo.

### Aims

- To promote a positive Christian ethos and climate in the school in order to live out our vision statement.
- To create a consistent environment that encourages and reinforces good behaviour.
- To define acceptable standards and the principles of good behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem through success, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

### Roles and Responsibilities

All staff at Didsbury CE Primary are responsible for creating and developing a culture of positive relationships; it is a shared responsibility. All adults are key in guiding pupils with how to manage everyday issues. Being a one-form entry school really helps staff get to know pupils well and strong relationships develop between staff and pupils from across different classes.

### **Governors should:**

- Review this policy annually
- Ensure this policy is fully in accordance with the school's vision.
- Work in partnership with the school in matters relating to behaviour management
- Be informed if there is a child with persistent behaviour management requirements

### **The Senior Leadership Team should:**

- Set the example of a positive relationship led culture of behaviour management
- Support staff in the implementation of this policy
- Support staff with more serious or repeated behaviour issues
- Oversee the implementation of this policy through learning walks, lesson observations and performance management

### **Teachers, teaching assistants, welfare, kitchen and administrative staff should:**

- Establish and encourage positive relationships
- Implement and follow this policy at all times
- Explicitly teach pupils about this relationship-led behaviour policy

### **Pupils should:**

- Be able to talk about our relationship-led behaviour policy
- Be clear about the process of how behaviour is managed at Didsbury CE Primary School
- Contribute to the creation of any Behaviour Support Plan

### **Parents and Carers should:**

- Endeavor to support the school with its implementation of this policy as stipulated in the 'Home School Agreement'

### **Consistency of approach**

In implementing this Relationship and Behaviour policy, Didsbury CE Primary School acknowledges the need for **consistency** across the following areas:

- **Language and response:** simple and clear expectations reflected in all conversations about behaviour.
- **Follow up:** ensuring "certainty" in the classroom and at Senior Management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- **Positive reinforcement:** routine procedures for reinforcing, encouraging and celebrating.
- **Consequences:** defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- **Expectations:** referencing and promoting appropriate behaviour.
- **Models of emotional control:** emotional restraint that is modelled and not just taught, staff as role models for learning.
- **Reinforced rituals and routines for behaviour around the site:** in classrooms, around the site and at the school reception.
- **Environment code of conduct evident of our values**

**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 should be welcomed into school and into the classroom. This includes the SLT being visible in the playground and staff from EYFS to be welcoming at the front door.
On arrival	Children walk calmly straight into the classroom, put belongings away and start early morning activity.
Playtimes / end of lunch time	Teachers need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into class.
Transition	Children are expected to walk calmly and silently in the corridors.
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. All staff, including LOs are proactive in responding to incidents.
End of the day	Class teachers to dismiss the children from the playground. Visible presence by SLT.

### **Recognition and rewards for effort**

We recognise and reward learners who go “over and above” our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

#### **Classroom level**

- Praise for choice
- House Points
- Work displayed on class recognition board
- Praise Postcards
- Mention/note/phone call to parents.

#### **Whole School level**

- Gold Award
- Bee Attitude Award
- Golden Head Teacher Sticker

## House Points

House points are awarded for class work and are to be tallied each week. The winning team receives four points down to one point for the team with the least score. The cumulative points are displayed on the house points board in the hall.

The team with most points at end of each term wins a reward chosen by the school council. The team with the most points at the end of the year wins the House Point Cup.

## Bee Attitudes

These rewards were developed in conjunction with the school council. They are based on the Beatitudes mentioned in the Bible, Matthew 5:3-10. The Beatitudes were sayings that Jesus taught. They're part of Jesus' Sermon on the Mount which we can read in Matthew chapter 5 in the Bible. They're called Beatitudes because the word means 'blessed' or 'happy' and each saying starts with 'Blessed are...'. Jesus said things like, 'Blessed are the poor in spirit,' 'Blessed are the meek,' 'Blessed are the pure in heart. The Beatitudes describe Jesus, and the people who follow him. Jesus was saying, 'When you live this way, you're showing people what I'm like.' This is the best way to live. **The best life is the blessed life.**



The Didsbury CE Bee-attitudes were developed in conjunction with the school council and selected based on key attitudes they wanted to celebrate. An important part of this considering not just how we can manage our own

behaviour choices but also how we can be advocates for others and how we can use our voice to support those who need help. For example, one of our Bee-attitudes is 'Bee a Peacemaker.'



The worker bee is also the symbol of Manchester and it points to someone being a diligent, positive and hardworking person. Therefore, these are rewards for positive attitudes and learning behaviours displayed in class and around school. When a child has shown one of the 'bee attitudes' they will be given a token with their name on it and the attitude shown. This will then be placed in a pot in their class. At the end of the week, the class teacher will look at the tokens and choose one child to be the 'class bee'. These children (one from each year group) will be announced in collective worship and given a 'bee' badge to wear for the following week.

## Gold Award

The gold award is nominated by the class teacher each week. The child will be awarded the gold award for displaying outstanding learning behaviours consistently and producing work of an excellent standard.

## Steps Towards Positive Behaviour

Praise and reward for good behaviour are the key to creating a positive atmosphere where the children have the opportunity to succeed. Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

## Rules and procedures should:

- be kept to a necessary minimum – we only have three **Ready, Respectful and Safe** which are clearly displayed in each classroom.
- be positively stated, telling the children what to do rather than what not to do;
- give clear choice and consequence options
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be *consistently* applied and enforced;

- promote the idea that every member of the school has responsibilities towards the whole-school approach.

As part of our approach to managing behaviour we have the following procedures in place across the school:

<b>Verbal warning</b>	Give a gentle reminder with a focus on positive praise to reward improvements. Use PIP: Praise in public
<b>Yellow card</b>	<p>Warning – Child will be presented with a yellow card that will be placed on their table.</p> <p>Class teachers should have a private conversation away from peers. Use RIP: remind in private,</p> <p>Using the following emotional coaching script:</p> <ul style="list-style-type: none"> <li>• I have noticed that you are...</li> <li>• It's ok to feel like that but it's not ok to...</li> <li>• You have chosen to...How you feel right now won't last long...</li> <li>• I need you to now do...</li> <li>• Let's take a minute to...</li> <li>• Your behaviour is...</li> <li>• When you are ready we will...</li> <li>• Can we remind ourselves of...</li> </ul>
<b>Red Card</b>	<p>Moved to another class and child will be asked to attend <b>Reflect and Restore (R&amp;R)</b></p> <p>Staff will have a script for the restorative conversation that they feel comfortable with. SLT will choose the appropriate questions from below and address each together recording responses.</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time?</li> <li>• What have you thought since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected?</li> <li>• How have they been affected?</li> <li>• What should we do to put things right?</li> <li>• How can we do things differently in the future?</li> </ul>
<b>Repeated Red card</b>	<p>The following SLT-led actions may take place following and teachers will inform parents if necessary to do so:</p> <ul style="list-style-type: none"> <li>• SLT-led restorative conversation</li> <li>• Reflection time activity during recreational sessions</li> <li>• Meeting with parents</li> <li>• Implementation of a 'Behaviour Support Plan'</li> <li>• Reflection time in a learning environment away from the child's classroom</li> <li>• Withdrawal from a non-curriculum activity such as a school trip or sports club</li> </ul>

	<ul style="list-style-type: none"> <li>• Time spent using a reflective report journal for a stipulated period. Parents will be informed.</li> <li>• Exclusion (See Manchester LEA guidelines)</li> </ul>
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### Reflect and Restore

Reflect and Restore will be managed by members of the SLT. The children will be recorded as will the reason for attending. They will reflect on the reason for their red card and think about how they can restore the relationship with the offended person be it a teacher/ TA/another child. Linking back to our vision statement of providing **a welcoming environment in which everybody is cherished and challenged to fulfil their potential**, it is important that pupils are taught **how** to reconcile. Pupils are encouraged to accept responsibility for their actions but to also understand the importance of expressing their apology and understanding the meaning behind the word 'sorry'.



If a child attends R&R five times in a half term, then a letter will be sent home in order to be transparent with parents about the learning and relationship behaviour of their child.

Our classroom management systems rely upon positive relationships between adults and pupils alike. Incidents of negative behaviour will be managed using the following 'Steps towards Positive Behaviour':

The use of sanctions should be characterised by certain features:

The use of sanctions should be characterised by certain features:

- It should be the behaviour rather than the person that is sanctioned.
- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.

### Sanctions that may be used are:

- Expression of disapproval and warning regarding behaviour
- Time out spent in another class
- Other appropriate sanctions for persistent behaviour.

### Kids' Club

### Practice and policy review process

This policy will be reviewed on an annual basis by the Governing Body. The effectiveness of the policy will be reviewed using:

- Pupil surveys and discussions
- Staff surveys and discussions
- Attendance data
- At key transition points throughout the school

- Discussion at Governing Body meetings

The school keeps a variety of records of incidents of misbehaviour. Each visit to R&R is recorded in order to build up a picture of a child's behaviour. Teachers may also record incidents on CPOMS. The Headteacher records those incidents where a child is sent to her on account of more serious behaviour. The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.



