

# Behaviour and Relationships Policy Summary

## Promoting positive behaviour

- Model positive behaviours and build relationships
- Recognise and celebrate positive behaviours
- Display and refer to our school values
- Plan lessons that engage, challenge and meet the needs of learners
- Provide a safe, positive and well-ordered classroom environment, with routines established.

**Stage 1: Low-level behaviours**  
*E.g. Not being on task*

- Visual/verbal cue
- Describe/direct
- Rule reminder
- Limited choice

Educational consequence, if necessary e.g. Work is completed at playtime with their class-teacher, practise the correct behaviour at playtime e.g. lining up/sitting.

**Stage 3: Harmful behaviours consist of intentional:**  
*Harm to self/others, damage to property, not following instructions, being rude or disrespectful*

- Reflection Time
- Protective consequence e.g. limited access to outside space, gradually increased, resources withdrawn and gradually reintroduced,
- Educational consequence e.g. rehearsing the expected behaviour, assisting with repairs, being taught how to use resources safely
- Adult to record the incident on CPOMS.
- Identify the trigger for the incident and explore adjustments
- The class-teacher must inform parents either by phone or in person. If appropriate, child should speak to the parent on the phone.

**During a crisis**


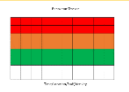
- Assess the situation
- Move others away, if appropriate
- De-escalating body language and script
- Complete a Reflection Time Record Sheet, when calm
- A member of SLT will offer immediate support, providing an opportunity to talk or to spend time out of class to process the incident
- Depending on the situation, follow Stage 3 or Stage 4.
- Discuss with a member of SLT.

**Stage 2: Difficult behaviours**  
*E.g. Taking others' property/Distracting others*

- After following Stage 1 process, the class-teacher:
- Restorative conversation
- Educational consequence, e.g. Writing a letter to say sorry/ drawing a picture for the person you have upset
- Identify the trigger for the incident and explore if adjustments can be made to practice in order to minimise the risk of future incidents

**Stage 4: Persistent negative behaviours:**

- Stage 3 behaviours have been displayed consistently. The Headteacher and Inclusion Manager indicate when Stage 4 is introduced

- Roots and Fruits
- Behaviour Tracker
- Positive Intervention Plan