



Relationships and Behaviour Policy

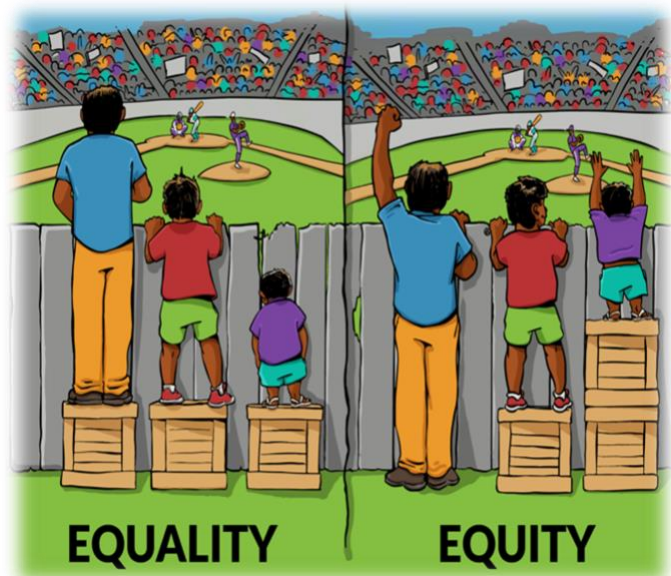
Redfield Primary School

Approval by:	Local Governing Body
Date of approval:	October 2024
Review date:	October 2025

Version	Date	Summary of changes	Author

Relationships and behaviour for effective learning policy

We believe that positive behaviour develops with positive, consistent, and defined relationships between staff and pupils. Relationships are fundamental to a wider positive culture across our school community. We as adults must show unconditional positive regard, noticing and celebrating the behaviours we wish to see. We are the champions of every single child.



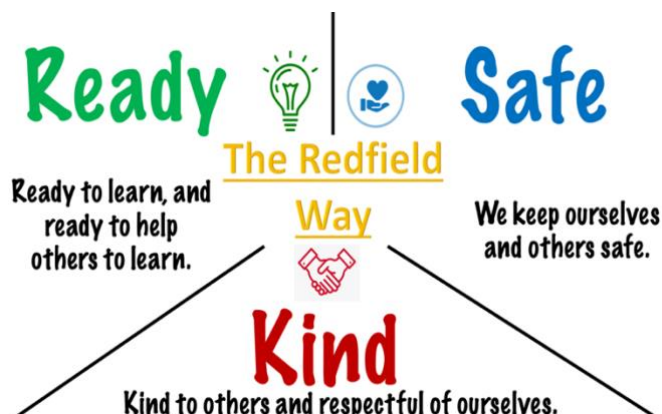
“Every child deserves a champion—an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.” Rita Pierson

Behaviour is communication and our job as educators is to seek to understand what a child is telling us and support them. Only when children behave in appropriate ways can they achieve their best. Consistent, clear, and firm boundaries are key to promoting positive learning behaviours.

“The idea that behaviour management is simply about learning a set of techniques that emerge from a teacher’s toolkit is a dangerous one. With the right **culture**, the strategies that are used become less important. The culture is set by the way the adults behave.” Paul Dix.

Redfield Way

We teach and reinforce our **Redfield Way** through daily teaching, the relationships we build and our curriculum.



Our Guiding Principles

- We, as adults, model calm, controlled and caring behaviours.
- Our attention as adults is focused first on those children who are behaving in an expected way.
- We look to highlight the children going 'over and above' and give them the formal recognition.
- We define, as a school, what we will consistently do: recognition, expectations, and routines.
- We use scripted interventions and consistent language.
- All behaviour is communication (an un-met need) and not a deliberate attention seeking act.
- Behaviour can be taught and improved through support and guidance.
- A calm, consistent and predictable environment promotes positive behaviours.
- High standards of behaviour are essential for effective learning.
- A new day is always a new start!

Expectation of adults.

Consistent adult behaviour will lead to pupils consistently meeting our expectations.

Adults will:



1. **Meet and greet** first thing in the morning using the child's name and giving eye contact.
2. Refer to '**Kind, Safe, Ready**' regularly and consistently and notice the children demonstrating our Redfield Way.
3. **Plan** lessons that engage, challenge and meet the needs of all learners.
4. Use a **visible recognition** mechanism throughout every lesson (e.g. Recognition boards) to promote desired behaviours and reach specific goals
5. Be **calm** and always give 'take up time' when going through the steps to prevent

behaviours escalating.

6. Be **unconditionally positive** in our interactions and use affirming language.
7. **Talk** to learners who are not demonstrating the Redfield Way and make every conversation a learning opportunity.
8. **Follow** up behaviours promptly and support children to be reflective in order to support the understanding and learning of our Redfield Way
9. Take time to get to know individual children and adults and **build meaningful relationships**. Explore children's interests, hobbies and dislikes and believe that every child can achieve.
10. **Teach** routines and create a predictable learning environment which supports children to feel safe.

Senior leaders will:

1. Take time to welcome adults and children at the start of each day.
2. Be a visible presence around the site and especially at transition times.
3. **Celebrate** staff and children whose effort goes **above and beyond** expectations.
4. Regularly share and celebrate good practice.
5. Use behaviour data (recorded on CPOMS) to assess and evaluate school wide behaviour policy and practice.
6. Regularly review provision for learners who fall beyond the range of written policies.

Ways we celebrate and notice:

We recognise and reward learners who go '**over and above**' our standards as well as demonstrating our Redfield Way. Our staff at Redfield Educate Together recognise the power of praise in developing a positive atmosphere in the classroom. For some children a quiet word of personal praise can be as effective as a larger, more public reward. Praise is the key to developing

positive relationships and adults will need to adjust this according to the individual needs of each child.

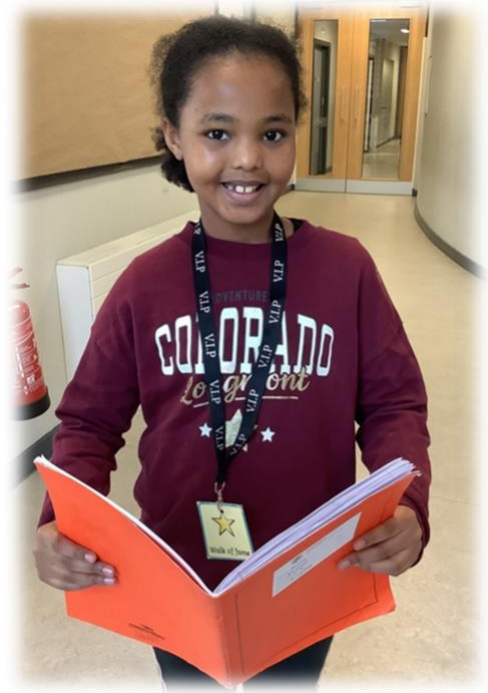
Positive rewards include:

Celebration Assembly – Children who have gone over and above in demonstrating our value of the term in class will be celebrated in front of the school with a certificate to take home.

Hot Chocolate Raffle – Children who have gone over and above in demonstrating acts of kindness and/or compassion during playtimes will be entered into a raffle to join a hot chocolate circle with Sophie or Phelim. This takes place each week.

Kindness buckets – The class will win a prize (that they decide at the start of the term) when they fill their kindness bucket. Children get given a marble when they have demonstrated compassion and/or acts of kindness which they add to their class bucket.

Postcards home – Postcards will be sent home to share with parents/carers that their child has gone over and above in the learning behaviours they have demonstrated.



Stickers – Children will be given stickers for demonstrating our Redfield Way

Walk of Fame (VIP) – When children have done exceptional learning, they will wear a special VIP lanyard and take their learning on a VIP tour to share with other classes.

'Every Time' children – Children who consistently demonstrate our Redfield Way will receive a postcard at the end of each term.

First Attention to Best Conduct

You get more of what you notice the most...

It's easier to notice disruptive behaviour so it requires a shift in mindset and the deliberate intention to create a positive classroom culture.



We will model and teach positive and strong relationships in a variety of different ways including our Learn Together curriculum and four core values of:

- Community
- Compassion
- Courage
- Curiosity

Opportunities for children to live these values and deepen their understanding include:

- Carefully planned and sequenced lessons linked to our core values and Learn Together curriculum
- Specific lessons e.g., Zones of Regulation
- Regular Role play scenarios
- Additional intervention/small group lessons
- Trusted adults (where appropriate)

- Additional support (e.g. playground Champions and therapeutic sessions)

Use of language and restorative conversations to support children

We ensure that the language we use is consistent, affirmative, aspirational, and always communicates high expectations. If something is difficult for a child or they are finding it difficult to regulate or follow the 'Redfield Way,' then we can support them in a number of ways.

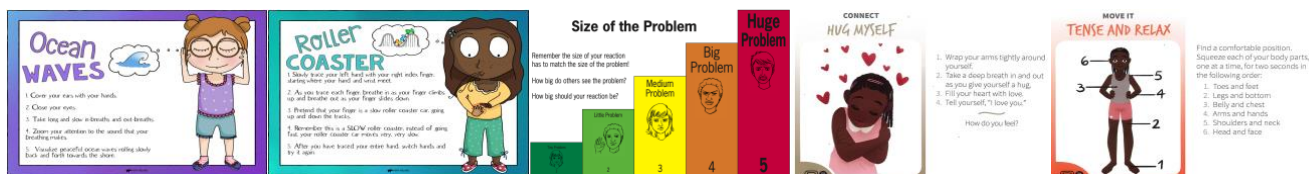
Guided conversations: Children can use visuals to communicate what has happened using our 'Problem Cards' These focus on four key questions:

- What happened?
- How were you feeling?
- What can we do next time?
- How can we make it right?

Regulation stations: Children can regulate in class or in our learning zones by using a '[Regulation Station](#)'. The children are taught to use these and have access to various calming strategies and tools to help them. If they cannot do these independently, then children will be given the opportunity to co-regulate with an adult.

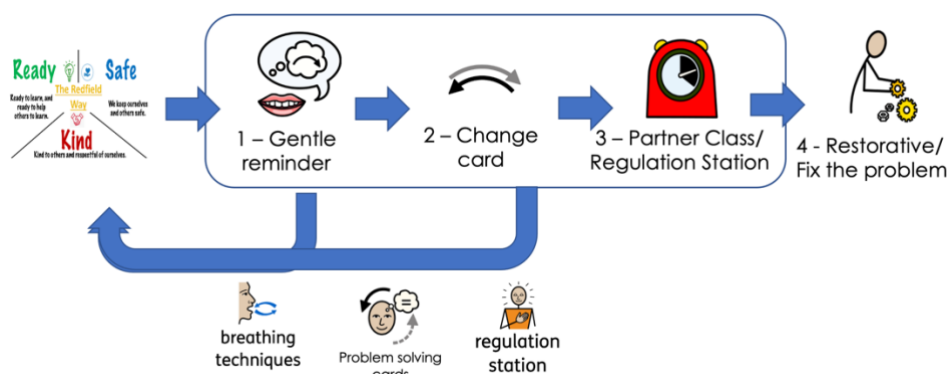









Redfield 5 calming strategies: Across the school, children are taught these [strategies](#) explicitly and are actively encouraged to use these to calm and regulate.



Restorative conversations: These simple and clear conversations help resolve issues quickly whilst maintaining relationships, they help prevent future disruptions, strengthen the child's connections with others and keep our children connected to our positive school community.

Steps of support



Stage One - Universal support	
1) Gentle reminder	<p>Gentle encouragement, a 'nudge' in the right direction. A reminder of our Redfield Way – Kind, Safe, Ready delivered privately wherever possible. This can be taught via our Behaviour curriculum (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.</p>
2) Change	<p>A change card is delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the behaviour expectations.</p> <p>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.</p> <p>Use the 30 second scripted intervention</p> <ol style="list-style-type: none"> 1. Celebrate desired behaviour in classroom 2. Remind children the Redfield Way 3. Remind children they can "Remember when I saw you..." 4. State what needs to change 5. Thank the child and give take up time <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; width: 150px;"> <p style="text-align: center; color: red;"><u>My change card</u></p> <p style="font-size: small;">At the moment, I need support to show kind behaviour.</p>  </div> <div style="border: 1px solid black; padding: 5px; width: 150px;"> <p style="text-align: center; color: green;"><u>My change card</u></p> <p style="font-size: small;">At the moment, I need support to be ready to learn.</p>  </div> <div style="border: 1px solid black; padding: 5px; width: 150px;"> <p style="text-align: center; color: blue;"><u>My change card</u></p> <p style="font-size: small;">At the moment, I need support to show safe behaviour.</p>  </div> </div> <p style="text-align: right; margin-right: 20px;">OR</p> <p>Learners can choose to use regulation station, use problem solving cards (independently) and/or calming techniques at this point</p>
3) Calm greeting from Partner Class teacher/Regulation (Short restorative conversation with the class teacher/adult who dealt with the behaviour at a time that is appropriate based on the needs of the child)	<p>Time (at teacher's discretion) in either partner class or regulation station (with time limit) in learning zone.</p> <p>A logical consequence can be applied here. E.g. work not completed – miss some playtime to complete (As a Rights Respecting school children are entitled to play, therefore they should not miss the entirety of their playtime) or work sent home.</p> <p>It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves, ready for restorative conversation and welcome back into class.</p> <p>If a child has an incident requiring support at stage 3 then the class teacher must inform parents/carers in person, behaviour slip, phone call or via Class Dojo/Tapestry/Arbor. This must be recorded on CPOMS.</p> <p>Problem solving cards used here to aid conversation</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 100px; text-align: center;">  <p>what happened?</p> </div> <div style="border: 1px solid black; padding: 5px; width: 100px; text-align: center;">  <p>How were you feeling?</p> </div> <div style="border: 1px solid black; padding: 5px; width: 100px; text-align: center;">  <p>How can we make it right?</p> </div> <div style="border: 1px solid black; padding: 5px; width: 100px; text-align: center;">  <p>What can we do next time?</p> </div> </div>

<p>4) Refer to SLT</p>	<p>If behaviours persist following implementing the steps, then SLT will be informed using an 'Urgent card' or Phone Call to 205 and will support in class.</p> <p>If behaviours persist following the implementation of the above steps, then SLT will be informed. The above steps must've happened prior to informing SLT.</p> <p>SLT will be on learning duty each day. In the case of persistent unexpected behaviours or serious unexpected behaviour, SLT will offer support, however if the member of SLT on learning duty is not able to respond due to being with another child then they will respond as soon as they can.</p> <p>The child will receive an internal seclusion for up to one session (length will depend on needs and age of the child following a discussion with SLT) and the following will be in place to support this:</p> <ul style="list-style-type: none"> - Child and parents to be told and given reason why (linked back to zero behaviour) and letter sent home - Teacher will consider an appropriate choice of seclusion class. - There will be a greeting from the class teacher and space for the child set up (where they will be having internal seclusion) - They will miss their playtime (a physical break will be offered at another time) - Where possible this will be on the same day as the incident - <p>Appropriate learning will be given to the child which can be completed independently and will be celebrated by their class teacher on return to class. Learning can be found here</p>
	<p>If a child has three or more incidents in a week (or regular incidents) requiring support at Step 3 or above then child will need to move to</p> <p>Stage Two – Early Intervention</p> <p>the class teacher must have also informed parents/carers in person, behaviour slip, phone call or via Class Dojo/Tapestry/Arbor. This must be recorded on CPOMS.</p> <p>Our guiding principles are to always try and be proactive in our approaches and avoid, at all costs, fixed term exclusions.</p>