



# Chellaston Infant and Junior School

## Relationships & Behaviour Policy & Principles on a Page

### Kind, Ready and Safe



### Our School Rules

Within our positive philosophy we have three essential school rules which are used by all members of the school community.

**Kind - Ready - Safe**

### Our Aims

- Provide a positive, happy and **safe** environment in which children can grow and develop into caring citizens.
- To ensure up to date government guidance is followed where possible.
- Work in close partnership with parents and carers.
- Develop a positive self-image underpinned by respect for others.
- To support pupil wellbeing.
- Give all children access to a broad and exciting curriculum which fosters spiritual, moral, physical, social and intellectual development and environmental awareness.
- Value punctuality and regular attendance.

### Whole School Rewards

**We recognise and reward learners who go 'over and above' our standards.**

- Verbal praise – 'I've noticed...'
- Stickers and wristbands
- Class Dojo points
- Weekly postcards home
- Phone call / positive face to face discussion with parents/carers.
- Weekly Superstars
- Snake Visit
- Golden Table at lunchtime
- Early lunch pass
- Attendance awards
- Star to head teacher
- Time with your teacher/TA
- Hot Chocolate / Tea party with SLT

### The Role of the Adult

All staff should

- Build relationships and model positive behaviour.
- Meet and greet at the door and use positive non-verbal communication.
- Ensure 'check in' and 'check out' time regularly.
- Refer to '**Kind, Ready, Safe.**'
- Plan lessons that engage and challenge all learners.
- Be calm and give 'take up time' when going through consequences steps. Prevent before more sanctions.
- Praise in public, reprimand in private (PIP, RIP)
- Never ignore poor behaviour.
- Follow up every time, retain ownership.

### Our Philosophy

The development of good relationships between staff and students is essential and we recognise the importance the role and approach of the adult takes in ensuring a positive approach to behaviour management. We ask all adults in the school to use this quotation as a frame of reference in their work with all our students:

I have come to a conclusion.

I am the decisive element in the classroom.

It is my personal approach that creates the climate.

It is my daily mood that makes the weather.

As a teacher, I possess tremendous power to make a child's life miserable or joyous.

I can be a tool of torture or an instrument of inspiration.

I can humiliate or humour, hurt or heal.

In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanised or de-humanised.

Haim Ginnot – Teacher & Child: A book for parents and teachers

### Class Recognition Board

Each class must have a Recognition board. This can be added to daily and displays recognition of good behaviour and the allocation of rewards (see whole school rewards section). This instant recognition is visible to all and celebrates good and outstanding behaviour.

### Consequences

**Reminder** - delivered privately. Reminder of expectations 'Kind, Ready, Safe'.

**Caution** – clear verbal caution. Remember PIP and RIP. Follow scripted approach on lanyards. Reminder of consequences if behaviour continues.

**Last chance Caution** – clear verbal caution. Remember PIP and RIP. Follow scripted approach on lanyards. Reminder of consequences if behaviour continues.

**Reset Time/Time out** – this is at the discretion of the teachers and depends on the age of the child. **Time to be taken in pre-arranged partner class for 10 minutes.** Chance to reflect on behaviour and to reset boundaries. Reset Time/Time out must be recorded on Scholar Pack.

**Restorative Discussion** – reparation meeting. Follow scripted approach on lanyards. Repair damage of trust between staff and learners. Reintegrate back into classroom.

**SLT intervention** – Member of SLT is called to intervene. Reset Time/Time out given and a reparation meeting is held before the child returns to class. If behaviour continues the Head teacher intervenes. This intervention must be recorded on Scholar Pack.

**Head teacher /Deputy Head teacher intervention**

Serious behaviour incidents reported straight to DHT/HT. These will be communicated via HT to parent.

Other sanctions may include:

- **Internal Suspension** – decision of SLT
- **Suspension** - decision of HT
- **Permanent Exclusion** – decision of HT