



John Blow Primary School

Behaviour and Relationships Procedure

Date of Procedure: September 2023

Procedure approved by:

Date for Review: September 2024

Policy Statement:

This procedure reflects how the school Behaviour and Relationships Policy will be delivered.

Procedure Scope:

This procedure applies to all activities in the school while the document is live and in use.

Aims of the Procedure:

- ✓ To encourage positive behaviour in the children and staff of John Blow Primary School.
- ✓ To clarify our school values.
- ✓ To explain the processes in place when school values are not adhered to.
- ✓ To manage all behaviours in a fair, consistent and positive manner at all times throughout the school.
- ✓ To empower children to become respected members in school and the wider community.
- ✓ To instil restorative practice principles to reflect and repair relationships.

Rewards and Praise:

At John Blow Primary School, we believe that a positive ethos and environment leads to a positive atmosphere and better behaviour. Strategies for encouraging and promoting good behaviour include:

- **Verbal and non-verbal praise:** this will be used to promote positive learning behaviours; staff will provide specific feedback when praising children.
- **Stickers and rewards in class:** staff will be given the freedom to implement a positive reward system to encourage children to excel in their learning and display outstanding behaviours.
- **Golden Time:** all children are entitled to 30 minutes of Golden Time a week where they will participate in structured reward times agreed by staff and children at the beginning of each half term. Activities during this period will be exciting, engaging and varied to act as an incentive for children to maximise the amount of time they have available.
- **Special Assembly:** children will share their successes both in and out of school with their peers during Friday afternoon's celebration assembly. Each week during the assembly, children will receive trophies in recognition of their achievements in looking after the school (Carver Cup), perseverance (West Cup) and in sports (Wolfenden Trophy). The Courtesy Cup and Lunchtime Award will celebrate children who have been spotted displaying excellent manners throughout the week. The school website will share the recipients of each trophy each week and photographs will be displayed in the school hall.
- **Merit Award:** each half term, staff will identify 2 children who consistently go the extra mile in their learning; this will be evidenced in them embodying the school values at all times and applying these to their learning these children. Parents will be invited into an end of half term merit assembly to celebrate this achievement.

All rewards and praise will help to boost self-esteem and give children a sense of purpose and a sense of worth.

Procedures to Follow When a Child Does Not Adhere to a School Value:

Our Stage System has been updated with input from staff in September 2023, this will ensure a consistent system to manage children who are not adhering to the school values. At every stage, children will be reminded of positive expectations of behaviour and the school values. The first response to a child who is not adhering to the values should be a ***verbal response reminding them of our expectations linked to the school values followed by a warning that they will move to Stage 1 if the unacceptable behaviour continues***. This is an important stage in reaffirming expectations and encouraging positive behaviour (linked to the school values). After this warning, if the behaviour continues, then the following stages should be followed:

Stage 1 – The child loses 5 minutes of Golden Time.

Stage 2 – The child loses a further 5 minutes of Golden Time.

Stage 3 – The child spends 10 minutes reflection time in a classroom of a member of the SLT. At this stage they will be supported to reflect on their choices and discuss future positive behaviour.

Stage 4 – The child is sent to the headteacher where they will discuss and reflect on their behaviour. Additional Golden Time ***will not*** be taken as punishment. This may provide the children with an opportunity to complete their work during their free time.

(See Appendix 1)

Every incident resulting in children reaching the Stage System will be logged in a class diary. This diary will be monitored regularly by the Senior Leadership Team and appropriate support will be implemented to provide children with opportunities to strengthen their knowledge and understanding of their emotions and behaviours. If a child reaches Stage 3, an incident will be logged on Safeguard and will be dealt with by a member of the SLT.

If a child is regularly losing Golden Time, communication with parents may be required to support the child. This will be undertaken by the class teacher and relevant information shared. These stages will be used by all members of staff at all times of the day. Children will be reminded of the school values that they are not embodying and the stage that they have on.

Restorative Practice:

Staff supporting children with their behaviour will use the following restorative stems to reflect on an incident:

- ***What happened?***
- ***Who was affected by your actions?***
- ***What needs to happen next?***

For children missing Golden Time, they will complete a reflection form which incorporates these aspects of the Restorative Practice approach (see Appendix 2). Children consistently losing Golden Time will spend time with a member of the leadership team to reflect on their week and identify ways to move forward positively.

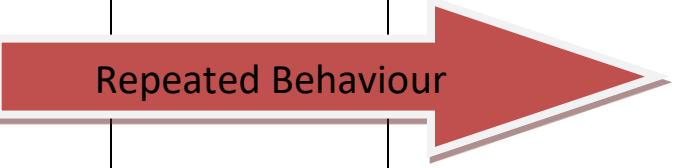

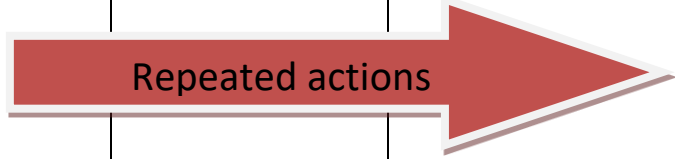
Reflection and Safe Spaces:

We will utilise safe spaces within classrooms and designated areas throughout the school to provide reflection and calming down time for any children requiring this. Within these areas there will be resources to support children in regulating their emotions.

Exclusions:

The Head teacher may decide that a child's behaviour has been extreme enough to warrant a fixed term exclusion. In such cases, the Head teacher will follow guidance and policy from the Local Authority.

Appendix 1

School Value	Verbal Response (1 or 2 verbal responses given before moving up a stage.)	Stage 1 (Lose 5 min golden time)	Stage 2 (Lose 10 min golden time)	Stage 3 (10 min time out in SLT classroom for reflection if required)	Stage 4 (Sent to headteacher)
We are kind and thoughtful towards everyone.	<ul style="list-style-type: none"> - Calling names. - Unkind comments that upset others. - Refusal to participate. - Taking other children's property. - Being rude to children. - Winding up other children. - Accidentally hurting another child - Swearing at children. 		Being disrespectful towards adults (back chat / raised voice).	- Swearing at adults.	<ul style="list-style-type: none"> - Racist comment - Purposefully, hurting other children - Bullying
We show respect.	<ul style="list-style-type: none"> - Taking the property of others. - Telling lies. - Not listening to others - Drawing on/defacing equipment of others - Walking away from an adult who is trying to discuss an issue. 		 Repeated Behaviour		- Stealing equipment
We are focused and prepared to learn.	<ul style="list-style-type: none"> - Disrupting lesson - Talking while the teacher is talking. - Calling out. - Not looking at the person who is talking. - Fiddling with equipment. - Accidental damage to property 		 Repeated Behaviour		
We keep our school attractive and safe.	<ul style="list-style-type: none"> - Throwing equipment around the classroom. - Not moving around the school sensibly and quietly. - Rocking on chairs. - Littering. - Drawing on/defacing equipment. - Accidentally damaging school equipment. 		<ul style="list-style-type: none"> - Spitting. - Purposeful damage to displays. 	<ul style="list-style-type: none"> - Throwing objects at another person. - Purposefully breaking school equipment. 	<ul style="list-style-type: none"> - Vandalising school property. - Leaving school property without permission. - Bringing dangerous items into school.
We strive to be the best we can be	<ul style="list-style-type: none"> - Lacking focus on work - Not listening to instructions from an adult - Distracting others - Negative attitude and comments 		 Repeated actions		<ul style="list-style-type: none"> - Creating a substantial disturbance which affects learning. - Exposure of body parts.

Repeated behaviours of breaking our school values will result in children moving up through the stage system.
The needs of individual children will be considered when implementing this policy and procedure.

Appendix 2a – Golden Time Reflection Form (EYFS/KS1)

After losing Golden Time this week, take some time to reflect on the reasons why you have lost time and also to plan what next week will look like...

What happened? Why did you lose Golden Time?

Draw a picture in the space below

What needs to happen now? How can you make things better? What will be different next week?

Draw a picture in the space below

Appendix 2b - Golden Time Reflection Form (KS2)

After losing Golden Time this week, take some time to reflect on the reasons why you have lost time and also to plan what next week will look like...

What happened? Why did you lose Golden Time?

Who was affected by your actions?

What needs to happen now? How can you make things better? What will be different next week?