



Rawdon St. Peter's

CHURCH OF ENGLAND PRIMARY SCHOOL

*Unlocking every child's potential.*

## Relationship & Behaviour Policy



Love and Friendship



Honesty



Endurance



Thankfulness



Fairness

## **Rationale**

At Rawdon St. Peter's, our approach to relationships and behaviour is based around our 5 key Christian values, promoting positive mental health, emotional wellbeing and developing pupils' spiritual and moral code within the Christian community and faith. We recognise the need for strong relationships and the importance of remaining consistent in our approach and fully committed to giving our children the unconditional positive regard that they need to feel happy, safe and secure.

In doing this, we have developed a culture of respect for all, equality of opportunity and endless tenacity to remove barriers for both child and adult success in life. We aim to create an open culture around the discussion of mental health and wellbeing, to empower our children to be able to understand their choices and regulate their emotions through the use of the Zones of Regulation.

How we do it, is not based on a punitive set of rewards and consequences but is encapsulated in the relationship between adult and child and the relentless investment into the quality of this, based on identifying and promoting self-esteem, self-worth and high expectations. We reward the positives and help children understand their behaviours in order to make good and safe choices as they progress through the primary phase and on to secondary school.

Relationships are the cornerstone of the culture of school.

## **The Eight Aspects of Our Relationship Policy**

Along with our key values, the aspects listed below underpin our whole school approach to behaviour and are the basis for how we form meaningful relationships – adult to adult, child to adult and child to child – promoting positive behaviours and emotional wellbeing.

1. Whole School Expectations - Ready. Safe. Proud.
2. Zones of Regulation
3. Meet and Greet
4. Dojos
5. Kindness Charter
6. Bucket Filling
7. Being the Best that we can Be – Merits
8. PIP and RIP

All staff and children contribute to this culture. This is what makes Rawdon St. Peter's Primary School unique.

### **1. Whole School Expectations – Ready. Safe. Proud.**

We have three very simple and very clear school rules which make our expectations clear to everyone:

1. **Ready - We always follow instructions from a known adult in school and are ready to do as asked.**
2. **Safe - We always keep ourselves safe and never hurt others.**
3. **Proud - We always make choices and behave in a way that makes us proud of who we are.**

Pupils are expected to know these expectations by heart and follow them at all times. They are used consistently throughout school including in the playground and at lunchtimes.

### **2. Zones of Regulation**

The Zones of Regulation is a framework that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, social skills, self-care, and overall wellness. It provides us with an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life.

The emotional vocabulary and colours, is a language that is commonly used around school by both pupils and adults and it is recognised that the colour a person may be feeling can change throughout the day.

Once we understand our feelings and zones, we can learn to use tools/strategies to manage our

different Zones in order to meet goals, like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. In using the Zones of Regulation, we aim to teach our pupils to identify emotions in themselves and others and provide them with a bank of strategies to support their emotional wellbeing.

### **3. Meet and Greet**

At the start of the day, teachers arrive on the playground 5 minutes before the bell rings, allowing them to prepare children for the start of the day and be there to support parental communication.

As the school bell rings, this signals to adults and children to line up ready to start the day. This is a form of visual consistency. Parents are asked to say goodbye to their children from the line allowing staff to bring their classes indoors smoothly and safely. From this point, and as children enter the building, they are formally greeted with a smile and a good old fashioned formal 'good morning' that imbues a relationship of respect. We do this to make our pupils feel welcome and formally mark the start of the day.

Learning Support Assistants are positioned appropriately to follow the same approach and ensure the children quickly make their way to classrooms, ready to start their morning learning, supporting a positive mindset.

### **4. Dojos**

Our children need to know when they are doing well and have made the right choices. In reinforcing their actions, children will be motivated to continue to work hard and make positive choices.

In doing this, children can earn Dojos. They can earn them for any aspect of school life that their Class Teacher or Learning Support Assistant feels deserves one – both during lessons and during learning time. Dojos can be given in recognition of our school values, such as making great contributions in lessons, being the best that you can be and generally having a great day.

#### Dojos During Learning Time

Adults love giving praise, and our Dojos emphasise the recognition of making positive choices. Awarding a Dojo does not interrupt the flow of learning; the teacher has access to Class Dojo on their computer and class iPad to ensure this process is seamless.

The number of Dojos a child can gain is immaterial. It is not a competition and there is not a prize for gaining the most. It is about developing intrinsic understanding of the importance of being the best you can be and making choices that lead to positive outcomes. To support the development of this mindset, children are awarded a certificate when they gain 500, 1000, 1500, 2000+ Dojos. These certificates are presented in Collective or Class Worship.

It is the job of the adult to create a climate where children can gain Dojos and feel positive. There may be times when there is a need to personalise an approach to motivate or engage a pupil. In this case, the adult will set a target. There are three types of targets that can be set and these are at the discretion of the adult and down to their judgement. These are a class target, table target or individual target.

For example:

- 1) Class Target: “Okay everyone – we are focusing on using kind words towards each other today.”
- 2) Table Target: “Red Table, in this lesson I want you to focus on asking high quality questions.’
- 3) Individual Target: “Tommy, I really want you to focus on putting your hand up to ask questions today.”

Once a target is met, children will receive additional Dojos. When a whole class receives a Dojo together, the class teacher may wish to introduce a class celebration, such as a marshmallow round of applause or silent cheer.

In addition, a teacher is free to develop a whole class half termly target allowing them to create a positive team work ethic in their class. This target can be rewarded at the end of each half term with an agreed reward such as an extra playtime.

#### Dojos at Lunchtime

Dojos are also given at lunchtime in the form of a coloured token. The coloured token is related to the team the child is in.

England	Red
Ireland	Green
Scotland	Blue
Wales	Yellow

Once the child has a Dojo, they deposit them in their Team Tube. The counters are then totalled up at the end of each half term and the winning team is rewarded with a non-uniform day.

#### **5. The RSP Kindness Charter**

The Rawdon St. Peter’s Kindness Charter has been written by the children and adults in our school. It has been put together to promote ongoing kindness across school and supports everyone’s understanding of what it means and feels like to be kind to others.

Our Kindness Charter can be found on display in each of our classrooms. Each aspect of the charter is matched with a logo that has been designed by our children.

Logo TBC	We use kind words and actions to everyone.
Logo TBC	We treat others how we would like to be treated.
Logo TBC	We help each other out and let others join in our games.
Logo TBC	We respect everyone in our school and appreciate our differences.

Our school community know that in a world when you can be anything, be kind.

## 6. Bucket Filling

To celebrate all the wonderful things that take place in our school, all adults and children take part in weekly Bucket Filling. Bucket Filling is based on the book 'Have you filled a bucket today?' Pupils and staff look for opportunities to recognise positive behaviours and acts of kindness. These are collected in personal buckets or booklets – so pupils have a record of positive comments made about them. This encourages pupils to value the feelings generated by doing something positive for others and the intrinsic reward they receive.

Comments can be added to buckets at appropriate times throughout the week and are then shared during Collective Worship Reflection which takes place each Thursday.

## 7. Be the Best that We can Be – Merits

At Rawdon St. Peter's, once a week on Friday, adults choose up to 4 children from their class to receive a Merit. Merits are given to pupils who have followed the rules all week, and have gone above and beyond with their behaviour and learning. Children who receive these awards are celebrated in our Friday Collective Worship and sit with teachers on chairs at the side of the hall as part of their special recognition.

Children can collect their Merits across the year. For those pupils who gain 3 merits, they are presented with a Deputy Headteacher Award. When a pupil has received 5 merits, they will be presented with a Headteachers Award and when they receive 7 Merits, a member of the Governing body will come to school and present pupils with a Governors Award.

## 8. PIP & RIP

### Praise in Public

Teachers give regular praise to pupils. Regular praise helps our pupils understanding that they are doing well and making great choices. Praise should always be specific, targeted, public and sincere. This is what gives it power. This is done through our ongoing use of Dojos.

### Reprimand in Private

Reprimand should be calm, private conversations or re-directions through coaching conversations, that only the child who it is intended for can hear. Adults always speak to children calmly, with the greatest respect and with positivity.

Adults at Rawdon St. Peter's never speak in raised voices or shout, express negativity, sarcasm or use derogatory tones.

### Poor Behaviour

We deal robustly with behaviour that falls short of our high expectations. If pupils choose not to follow the rules there is a structured response to help get them back on track.

- 1) *One Rule Broken:* Adult explains to the child PRIVATELY which rule they have broken. It is recorded in the Class Coaching book as a R, S or P according to the rules broken. The expectation is re-iterated to the child, calmly, clearly and supportively. The adult explains the behaviour they are looking for and state and expression of encouragement to see this behaviour.
- 2) *Two Rules Broken:* As above, but this time the adult needs to set a personal target. The adult then has to concentrate on making sure they catch the pupil doing the right thing and allowing them to gain Dojos and get back on track. Targets set will be specific and time limited.
- 3) *Three Rules Broken:* At this stage the reminders and positivity have not had the desired effect. This pupil clearly needs greater intervention and is close to limits of the behaviour expectations. The adult call for the Senior Leader who is on duty. They will then visit the classroom, meet with the child outside the classroom and with privacy, they will have a behaviour coaching conversation with them. This will explore what has gone on, attempt to get to the heart of the problem, re-iterate expectation and also make clear that one further episode of behaviour will result in a conversation with parents.
- 4) *Four Rules Broken:* This is the final sanction and the Head Teacher will be sent for. The Head Teacher will explore what has gone on away from the classroom. There will then follow a coaching conversation and when settled, the child will complete their work in a quiet space in school under

the Head Teachers supervision. At this stage, the Head Teacher will contact home and record the incident on CPOMS.

It is rare for a child to reach the fourth stage of this process. If this is something that is happening regularly, it may be deemed appropriate to put in place a more personalised supportive approach. This is something that will be discussed with parents/carers.

Each day is a fresh start and a chance for children to continue to be the best that they can be.

### **Serious Behaviour**

Any behaviour which is so extreme that it would be inappropriate for it to be dealt with via the system of rules, should be referred to the Head Teacher. This will result in a phone call home to parents/carers, a meeting with parents/carers and potentially an internal exclusion from class for a period of time.

Where serious behaviour is repeated, it may be appropriate to set a more individual approach of support. This will be discussed with parents/carers.



**At Rawdon St. Peter's, we are the best we can be!**



*This is how we do it:*

**READY!**

We *always* follow instructions from a known adult in school.



**SAFE!**

We *always* keep ourselves safe and we never hurt others.














**PROUD!**

We *always* make choices and behave in a way that makes us proud of who we are



**Our Rewards**

**Consequences**

 <b>Verbal Praise</b>	 <b>Be the Best You can Be</b>		Coaching Conversation with an adult in your class to help you understand how you need to change your behaviour.
 <b>Stickers</b>	 <b>Non-Uniform Days</b>		Second Coaching Conversation with an adult in your class who will set you a target to help you get back on track.
 <b>Dojos</b>	 <b>Class Rewards</b>		Coaching Conversation with a member of SLT who will help support and reset to get you back in track.
			Conversation with the Headteacher outside the classroom.
			<p><b>Serious Behaviour</b>                  Immediate meeting with the Headteacher. At this stage parents will be involved and next steps agreed.</p>

# Unconditional Positive Regard

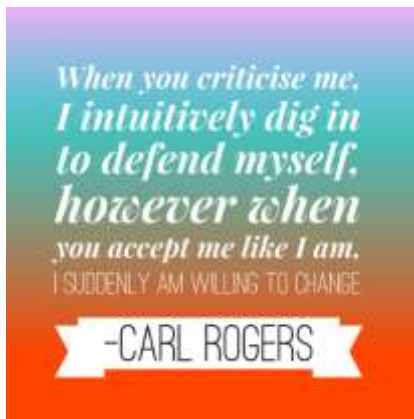
*What is Unconditional Positive Regard?*

*An attitude of total acceptance without judgment.*

*An acceptance and support of each individual exactly how they are.*

*An acceptance of someone regardless of their behaviour, what they do or say.*

***It takes mental effort and commitment.***



## **Why have Unconditional Positive Regard?**

*Individuals feel accepted, important and cared for.*

*Builds positive relationships.*

*Individuals are more comfortable to share thoughts and feelings.*

*Individuals become more positive and it raises expectations.*

## **Why do we need Unconditional Positive Regard at RSP?**

*Supporting the Christian Values of our school.*

*Increasing level of Mental Health need.*

*Support and challenge in equal measure.*

*Additional Learning Needs.*

*Low Confidence & Self Esteem.*

## **How do I implement Unconditional Positive Regard?**

*An appropriate greeting each day which offers a fresh start.*

*Ongoing Positive and specific praise throughout the day.*

*Positive contact with home.*

*Taking an interest in your pupils.*

*Do not take things personally.*

*Use specific language.*

*Be positive, calm and understanding.*

*Use clear, consistent boundaries with clear expectations.*

