



SHILLINGSTONE CE PRIMARY SCHOOL

Do Everything with Love

Relationships and Behaviour

Ready	Respectful	Safe
Relationships • Warmly welcome each other, • Calm tone of voice, • Respect amongst all, regardless of role, • Consistency, • Considerate, • Predictable, rational reactions from adults, • Predictable routines, • Know and value each other as individuals, • Open culture regarding emotions, • Compliments for effort and achievements/ praise for reflectiveness and resilience, • Don't hold grudges, • Separate the person from the behaviour, • Allow a fresh start following a resolution of an issue, • Be aware of what our body language might be communicating, • Follow through on statements to prove we can be trusted, • Help each other know how we belong here, • Explicitly model how to make mistakes, how to disagree with others and how to make meaningful changes, • Catch children doing the right thing and explicitly acknowledge it, • Proximity praise, • No raised voices unless for urgent safety reasons.	Expectations Be ready to learn • Right place, right time, • Active listening, • Positive, calm body language, • Focused on the learning, • Respond resiliently to mistakes, • Body, mind and equipment ready. Be respectful • Do not discriminate, • Listen to all voices and opinions, • Respond kindly, even when we disagree, • Understand that tone contributes to respect as much as words chosen, • Value other's feelings and views, • Understand that respect is needed for every single person, • Respect the physical environment and objects. Behave in a safe way • Stay in the area you are supposed to be for the activity you are doing, • Use equipment in a way which is safe to yourself and others, • Do not act in a way which could pose a danger to yourself or others, • Do not bring items to school which could pose a risk to yourself or others.	Rewards • Verbal praise • Whole class rewards (for example 10 pom poms in a jar for an extra playtime etc), • Individual rewards (for example class star of the day gets to sit in a comfy chair, or Wise Owl of the week gets to play a board game with a friend etc), • Team Points (working towards extra playtimes for house teams), • Visit another member of staff to celebrate, • Stickers, • Weekly Celebration Assembly on Fridays, rewarding effort and achievements in both academic, team and personal areas of life, • Explicit certificates awarded in weekly worship (2 per class per week: one for learning, one for the current Christian value focus) • Dojo points, • Celebration displays of work and photos, • Calls/emails/positive notes home, • Visit the Head of School for a Head Teacher's award (certificates, stickers).



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Anti-Bullying	Support	Consequences
Definition of Bullying... • Several • Times • On • Purpose If unkindness is conducted several times on purpose, this is bullying and must be addressed. Bullying comes in many forms: verbal, physical and online to name a few. It is not tolerated at this school. Bullying is not... • Disliking someone • Falling out with someone • Having a different point of view to others • Not wanting to play with someone We expect... • See it, hear it or experience? Tell a trusted adult. • Do not be a passive bystander; speak out and/or get help. • Been involved? Be reflective and honest then make a change. What we do... • Investigate, • Issue consequences, • Provide support, • Aim to address the cause of the behaviour, • Take steps to restore the relationships affected.	• SCARF curriculum SCARF: Safety, Caring, Achievement, Resilience, Friendship • Zones of regulation on display, • 'Big emotions' coping strategies (grounding techniques) explicitly taught and on display, • Friendship Ambassadors, • Peer Mentor programme, • ELSA support, • MHST support for students, staff and parents Mental Health Support Teams in Schools (MHSTs) – CAMHS Dorset • Little Lives counselling • Individual behaviour plans, • Family meetings, • Annual 'Friendship Week' (national anti-bullying week), • Worry jars, • Regulation stations (comfy/quiet zones with sensory objects).	The severity of the behaviour will dictate the level of consequence required. For example calling out in class would receive a lower level of consequence than repeated violence. Consequences will be delivered in a discrete way, avoiding shameful situations. We seek opportunities to praise a change in behaviour after a consequence has been issued. • Verbal warning (the child should clearly understand what behaviour needs to change, why and what will happen if it does not), • A first step consequence (for example a few minutes of play lost, move to a different seat in classroom, verbal apology), • A next step consequence (for example removal from playground, work in a different classroom, written form of apology), • Sent to senior staff, • Contact with parents, • Individual behaviour plan implemented, tailored to the individual to address the behaviours concerned, • Internal suspension (for example a set period of time completing school work in the Leadership office), • Fixed-term Suspension (in-line with trust policy), • Permanent Exclusion (in-line with trust policy).



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<u>Vocabulary we use...</u> Good choice, poor choice, well done, proud of you, I care, action, consequence, dysregulation, I notice, Thank you for ____.	<u>Vocabulary we do not use...</u> Naughty, punishment, revenge, "because I said so."
<u>When is this policy relevant?</u> During all elements of school life: in school buildings, on outdoor school grounds, during school hours, during clubs and wrap around care, on school trips, at school-based events such as movie nights/discos etc.	