

Positive Relationships Policy (behaviour)

How do we behave?

With tenacity: we do what it takes.

With kindness: we look out for each other.

With integrity: we do the right thing.

Our school rules

Be ready

Be respectful

Be safe

Positive Reinforcement

Daily	Dojo points Verbal Praise Stickers
Weekly	Extra play Values certificates Sent to SLT/ other class to show work Positive comments to parents
Over and above	Half termly values award Postcard/ call home from SLT Reward time with SLT

Behaviour Management Steps

Redirection	Gentle reminder / encouragement non-verbal clue
Reminder	A reminder of the rules (ready, respectful, safe)
Caution	A clear verbal caution
Last Chance	Opportunity to engage. Offer a positive choice
Time	Time to regulate
Repair and Restore	Restorative conversation
*Escalation of time	If needed- time with SLT/ Pastoral
*Formal meeting	If needed with parents/SLT/ Pastoral

Restorative conversation

What happened? (Neutral, dispassionate language.)

What were you feeling at the time?

How have you felt since?

Who has been affected by what you have done?

In what way have they been affected?

What do you think you need to do to make things right?

How can we do things differently in future?

Micro-script

I have noticed that you are...(having trouble getting started, wandering around etc.) right now.

At our school, we... (refer to the 3 school rules – ready, respectful and safe)

Because of that, you need to... (refer to action to support behaviour e.g. moving to another table)

If this continues you will need to see me for 2 (or up to 5) minutes after class/during break.

Do you remember yesterday/last week when you... (refer to previous positive behaviour)?

Thank you for listening... then give the child some 'take up' time.

Emotional literacy

Staff use language that teaches emotional literacy.

“you must be so angry to scream like that”

“that must make you so sad”

I understand that...

I noticed that...