

Behaviour and Relationships at Southminster

'Safe, Respectful, Ready'

Dear Parents/Carers,

This term we are excited to be introducing a new whole school 'Behaviour and Relationships Approach' which is supported by our new policy. Both pupils and staff will be working hard to embed the new rules into all aspects of school life.

The purpose of our policy is:

- to support high levels of good behaviour
- to provide a consistent approach in rewarding good behaviour/behaviour for learning
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential

It is important that all members of the school community - pupils, staff, parents and carers – support, set good examples and follow these rules and systems so that the school community operates effectively and for everyone's benefit.

Please find below a summarised version that is used in school daily. A full copy of our new Behaviour and Relationships Policy is available on our website.

Kind regards,

Miss Fairhead and the Southminster staff

Southminster's School Behaviour Guidelines

Our school expectations are; 'Safe, Respectful Ready'

Below are examples of what these behaviours might look like on a daily basis.

Safe

Children keeping their hands and feet to themselves.
Looking after the school property.
Moving around the school environment in a calm and orderly manner.
Using appropriate language.

Respectful

Listening to adults and following their requests.
Speaking politely to adults and children. Using please and thank you as appropriate.
Treating others fairly and kindly.

Ready

Having the correct equipment to start lessons.
Sitting ready to learn at the start of learning tasks.
Staying focussed on learning so time is not wasted.

Our Approach to Positive Behaviours

Verbal Praise

This will be linked to the expectations: Safe, Respectful, Ready

Class Dojos

Each child will have a Dojo character so that they can be recognised 'in the moment' for positive behaviours. The teacher sets a target number of Dojos for the class to achieve (50, 100, 250, 500). When this number is reached the class have a small reward which has been previously agreed. Eg playing some music, 5 mins extra play etc. All dojos will be linked to the expectations 'Safe, Respectful, Ready'.

In EYFS, to support with their learning of our golden rules and knowing their numbers, their dojos will be reset each week. Each week, the child with the highest amount of dojos will earn a dojo certificate.

Recognition Boards

Every class will have a recognition board displayed. The names of children following the school expectations, or a learning behaviour specified by the teacher will written/displayed on this board during the day. Recognition boards will be refreshed daily.

Certificates in Assembly

Each teacher selects at least two 'Stars of the Week' to receive the certificates in the Friday celebration assembly. The names of these children are also recorded in the celebration book to ensure their names feature in the newsletter. These will be presented by either the teacher or LSA of that class.

Other certificates for specific areas or achievements are also given out in the 'Friday Celebration Assembly' For example reading or times tables.

Hot Chocolate Friday (This will be implemented from Jan 2023)

Learners who have the most impeccable behaviour will receive a 'Hot chocolate Friday' certificate and a note home to show recognition of 'over and above' behaviours.

The child will go for hot chocolate on the Friday which takes place at 1:45 in the staff room with the Headteacher (or SLT member). There can only be one child chosen from each class and it is likely that not every child in a class will get to attend. A 'Hot Chocolate Friday' display will be in the relevant assembly hall.

Personal Trackers/Stickers

On some occasions there may be a need to a child to have a personal tracker or receive stickers as a way of encouraging small positive behaviour steps. This would be in line with their consistent management plan. In EYFS and KS1, stickers will be used for praise based on their learning.

Our Approach to Negative Behaviours

Step 1 – Reminder

Remind of the expectations, repeat as necessary, de-escalate and redirect to keep things at this stage

Step 2 – Warning

A clear verbal caution is delivered privately where possible. Make the learner aware of their behaviour and the consequences if they continue.

Step 3 – Reflection

Timeout (5 minutes at stage 1) to discuss their behaviour and how to improve. This is completed when a child is regulated and ideally on the same day.

Regulation Time – This is to support a child in regulating themselves, at the adult's discretion. For example, 5 minutes in the class next door to calm.

Step 4 – Report

If a child has a stage 1 reflection and continues the negative behaviour, the child will be placed on report and will miss that lunchtime.

Stage 1 – low level Teachers/LSAs/MDAs (all staff)	Stage 2 – Serious Misbehaviours Teacher and Phase Lead	Stage 3 – Very Serious Behaviours SLT
<p>Sanction</p> <ol style="list-style-type: none"> 1. Reminder 2. Warning 3. Reflection and timeout (5 minutes) <p>If undesirable behaviour <u>continues</u>:</p> <ol style="list-style-type: none"> 4. Report – missed lunchtime – restorative conversation AFTER the reflection 	<p>Sanction</p> <p>Stage 2 Reflection at break or lunch (10 minutes) Phase Lead and SLT informed but dealt with by Class Teacher. Assessment of behaviour and possible required support Restorative conversation AFTER the reflection Text home for Stage 2 reflection</p> <p><u>2x Stage 2 within a week, moves to Stage 3</u> and phone call home to discuss.</p>	<p>Sanction</p> <p>Sent to (or removed by) SLT immediately</p> <p>Assessment of behaviour and possible required support</p> <p>Suspension – fixed or permanent</p> <p>Phone call home</p> <p>Restorative conversation/Reintegration meeting AFTER the sanction</p>