

Behaviour and Relationships Policy



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Our Rules

Be Ready, Be Respectful and Be Safe

At Sulby School, learning is a GREAT adventure:

At Sulby Primary School, we want to create an environment that is safe, where everyone feels respected and where students come into each lesson ready to engage in learning. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation, and management of pupil behaviour at Sulby. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents, and other members of the wider school community. It is the result of research and discussion with children and staff and reflects current and developing practice within the school.

The fair and consistent implementation of our Behaviour & Relationships Policy is everyone's responsibility.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Our Core Beliefs

- Behaviour can change, and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment

Aims

Through this policy we aim to:

- ensure a consistent and calm approach to, and use of language for, managing behaviour.
- ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents.
- ensure that all adults take responsibility for behaviour and follow-up any issues personally.
- promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour.
- ensure our pupils are polite, happy and considerate of others' feelings.
- encourage our pupils to respect their own and others' property.

- foster good citizenship and self-discipline.
- encourage a positive, calm and purposeful atmosphere where pupils can learn most effectively.

As a school which places great value on developing the good character of our pupils, we aim to teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, school community, through the taught curriculum as well as during all other opportunities e.g.

- teach strategies for children to solve conflicts peacefully.
- teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group.
- agree boundaries of acceptable behaviour with all pupils and regularly remind children of these.
- enable children to recognise, understand and respond to a range of feelings.
- develop vocabulary to enable children to express feelings verbally rather than physically.
- promote equal opportunities and instil a positive attitude towards differences.
- promote an ethos of peer support.
- ensure the atmosphere in the classroom environment is conducive to learning.
- ensure children are aware of the consequences of their words and actions towards themselves and others.

Behaviour for Learning

Ready, Respectful, and Safe

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the rules, relentless routines, and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

Our school has three simple rules: our 'Sulby 1-2-3' - Be Ready, Be Respectful and Be Safe. These rules are frequently referenced in each classroom and are explicitly taught and modelled by all members of our school staff.

However, we also understand that for some children, following our behaviour expectations might be beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

The Five Pillars

Our Behaviour Policy is based on these Five Pillars:

- Consistent, calm adult behaviour.
- First attention for best conduct.
- Relentless routines.
- Scripting difficult interventions.
- Restorative follow up.

Roles and Responsibilities:

‘The culture is set by the way the adults behave.’ Paul Dix, 2017

All adults in the school are responsible for the consistent reinforcement of the behaviour policy. Senior leaders are responsible for supporting staff to implement the policy.

All Staff will:

- Always redirect students by referring to our ‘Sulby 1-2-3’; 1. Ready 2. Respectful 3. Safe
- Focus on effort as much as achievement.
- Celebrate when children go above and beyond expectations.
- Be calm and give ‘take up time’ when going through the behaviour pathway.
- Never ignore or walk past children who are behaving in a way that contradicts the ‘Sulby 1-2-3’.
- Deliberately and persistently catch students doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all students.
- Relentlessly work to build mutual respect.
- Demonstrate unconditional care and compassion.

Parents are responsible for supporting the school’s behaviour policy by reinforcing key messages at home and providing a positive role model.

Rewards

Recognition of good behaviour, achievement, attainment, kindness etc come in a variety of different forms and are given by all members of our school staff. Rewards must be attainable for all children. Rewards will never be taken away from a child.

The first and foremost form of recognition is through positive praise, enthusiasm, body language and oral recognition with feedback.

Specific rewards may include:

- Name on a recognition board in the classroom.
- A positive postcard sent home.
- House points given for good behaviour, demonstrating our school values, or for exceptional work.
- An individual token award e.g. Sticker.
- A visit to another member of staff for positive commendation.
- A public word of praise in front of a group, class, key stage or the school.
- School Certificates and awards presented in school assemblies.

Our three simple school rules are further explored and explicitly taught in class, assemblies and other school experiences.

Stepped Sanctions

Consequences need to be immediate, short and appropriate for the behaviour and only aimed at the behaviour not the child.

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle

approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Steps for Dealing with Behaviour.

Reminder, Caution, Time out, Repair.

- Reminder- of the rules, and the three-step routine, delivered privately.
- Caution--use microscript, and give a two-minute inconvenience at next break/lunch (no restorative conversation)
- Time out, either in class or in shared area. Five minutes calm down – immediate.
- Restorative conversation-5 minutes with key adult (more than one in a day result in parents being informed).

Restorative Conversations

Following incidents of inappropriate behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others, and consequences for them.

Persistent Poor Behaviour

Repeated poor behaviour (more than one Time Out and Restorative Conversation in a day) results in parents being notified either through phone call or direct conversation.

As a school we recognise that behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate their behaviour class teacher's will work in conjunction with parents/carers, SLT, SENDCo to devise an individual support plan.

Serious Behaviour Incidents

Serious Behaviours include;

- Physical violence, swearing, verbal aggression, racism, homophobia, confirmed bullying, rudeness, or defiance.

Any of these behaviours will result in an instant move to Time Out (see above) as well as an additional sanction specific to the child and behaviour which will be decided by the class teacher in conjunction with SLT.

Serious Behaviour Incidents will also result in either a phone call home from the class teacher, or a face-to-face conversation between the parent/carer and class teacher at the end of the day. (Depending on the severity, this may be from a member of SLT).

SEND Pupils

When a child is on the Special Educational Needs register for specific behavioural difficulties or has behavioural difficulties because of a disability, the procedure for dealing with that child may differ from our typical system.

Support Agencies

If behavioural difficulties continue the Head, SLT, or SENDCo will become involved. The advice and input of outside agencies will be sought as necessary. These may include the Autism and Social Communication Team or other agencies that offer support for pupils and families.

Suspensions

We do not believe that suspensions are the most effective way to support children, and we will always try to adapt and personalise provision for all our children to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a child for a fixed period and this would always be considered very carefully.

Decisions to suspend children are made on an individual basis and should always be a reasonable and measured response which will have impact and provide a learning opportunity for the child or young person.

Permanent exclusion is not possible in the Isle of Man.

The Role of Parents or Carers

At Sulby, active parental involvement is welcomed, appreciated, and deliberately encouraged to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day.
- understand and reinforce the school language as much as possible.
- share in the concern about standards of behaviour generally.
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions. Parents will always be informed when a child has demonstrated a Serious Behaviour.

Allegations Against a Member of Staff

If an allegation is made against a member of staff, the procedures outlined in the DESC policy will be followed. If the allegations are found to be false or malicious, disciplinary action will be taken against the pupil in consultation with the DESC. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Physical Restraint

Members of staff have the option to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Incidents of physical restraint must:

- Be used only as a last resort.
- Only be by experienced, trained staff.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In some cases, the member of staff may be directed to go home by a member of SLT.

Application and scope of this policy

This Behaviour & Relationships Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

Monitoring and Evaluation

The school's Leadership Team will monitor the effectiveness of the policy at least once every two years. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team to monitor and evaluate any changes brought about by the policy.

All concerned parties will be kept informed of any review and action that will need to be taken.

Pupils' Rights	Pupils' Responsibilities
<ul style="list-style-type: none"> • To be able to learn to the best of their ability. • To be treated with consideration and respect. • To be listened to by the adults in the school. • To know what is expected of them. • To feel safe. • To be treated fairly. 	<ul style="list-style-type: none"> • To treat others with consideration and respect. • To do their best and let others learn. • To follow instructions from teachers and other staff. • To support and encourage each other. • To take responsibility for their own actions. • To care for and take pride in the environment of the school. • To sort out difficulties appropriately, seeking adult help if needed.
Staff Rights	Staff Responsibilities
<ul style="list-style-type: none"> • To be treated with respect by pupils, parents and colleagues. • To be able to teach without unnecessary interruption. • To work in a supportive and understanding environment. • To feel safe. 	<ul style="list-style-type: none"> • To create a safe and stimulating environment in which all children can learn. • To treat pupils with consistency and respect at all times. • To foster good relationships, leading by example. • To involve parents when children are consistently finding it difficult to meet expectations of behaviour. • To work as a team, supporting and encouraging each other.
Parents' Rights	Parents' Responsibilities
<ul style="list-style-type: none"> • To be sure their children are treated fairly and with respect. • To know their children are safe. • To be able to raise concerns with staff and be told when their child is experiencing difficulties. 	<ul style="list-style-type: none"> • Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy. • Ensure children attend regularly and on time. • Be aware of the strategies of the school and reinforce these at home. • Promote good behaviour, politeness, courtesy, and consideration for others. • Inform the school of any concerns that may affect the behaviour of their child.

- Smile!
- Convince your class that there is no place that you would rather be.
- Find out what makes a learner feel important, valued, like they belong.
- Reward learners for going 'above and beyond' expectations, not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs.
- Mark moments with sincere, private verbal praise.
- Send positive notes and give house points.
- Show learners their ideas and experiences have real value.
- Catch learners doing the right thing, don't 'let sleeping dogs lie'.
- Use subtle, private praise and reinforcement.
- Differentiate the way you celebrate achievement – not everyone wants to feel famous, but everyone wants to feel important.
- Class displays and classroom environments that scream high expectations.
- Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.

Habits of adults who manage behaviour well:

- They meet and greet.
- They persistently catch individuals doing the right thing.
- They teach the behaviours that they want to see.
- They teach learners how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context.
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.
- They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
- They relentlessly work to build mutual trust even when trust is broken, time is wasted, and promises are not kept. They refuse to give up.
- They keep their emotion for when it is most appreciated by the learners.

Appendix C: A model of positivity –Effective 30 Second Interventions

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
5. Look around the room with a view to catch somebody following the rules.

How to land a difficult message, softly:

- Remind the learner of their previous good behaviour.
- Challenge their negative internal monologue ‘You can do this, you are intelligent and able.’
- Thank the child for listening.
- Position yourself lower than eye level or side on if you are standing; don’t demand sustained eye contact.
- Use a soft, disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution.
- Walk away as soon you have finished speaking.

Refocusing the conversation

When learners try to argue, shift the blame, or divert the conversation you can either:

Calmly and gently repeat the line you have been interrupted in. This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce.

Or...

Use an appropriate refocusing line to bring the conversation back to the script. This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Learner	Adult
‘It wasn’t me.’	‘I hear what you are saying...’
‘But they were doing the same thing.’	‘I understand...’
‘I was only...’	‘Maybe you were ... and yet ...’
‘You are not being fair.’	‘Yes sometimes I may appear unfair...’
‘It’s boring.’	‘Be that as it may...’
‘You are a ... (name calling).’	‘I am sorry that you are having a bad day.’

Get out line

If the conversation is becoming unproductive, what line will you leave on?
Try: *"I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back, we can have a polite, productive conversation."*