

# Behaviour and Relationships Procedure Summary

## The Norton and West Chinnock Way



| Adults make it <u>easy to behave</u> and <u>hard not to by</u> : |                                |
|------------------------------------------------------------------|--------------------------------|
| Making expectations clear                                        | Teaching not telling behaviour |
| Remaining calm, consistent and fair                              | Focusing on positives          |

| The Central Aspects of Our Relationship Policy |                                     |                                                                                                                          |
|------------------------------------------------|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Meet and Greet                                 | Praise in Private Remind in Private | Our School Rules                                                                                                         |
| Actively teaching our routines                 | Our Golden Rule                     | Individual Recognition (verbal and non-verbal praise, Shout Out Postcards home, Sticker books and Flourish Certificates) |

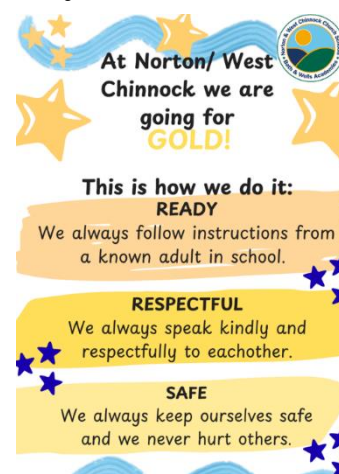
**Meet & Greet** At Norton and West Chinnock, our teachers positively greet each child at the start of every day and after each lunchtime. Adults smile, use an appropriate verbal greeting and are encouraged to be inventive, to come up with their own positive way of welcoming each child is one of the actions that sends a clear message to all that 'This is How We Do it'.

### Praise In Public Remind in Private Be clear, calm & firm

Praise should always be as specific, targeted, public and as sincere as you can make it. This is what gives it power. Reminders should be calm, private conversations or re-directions that only the child who it is intended for can hear. Speak to children calmly, with the greatest of respect, and be positive. We never shout, express negativity, or use sarcasm and derogatory tones.

**Our School Rules** We have three very simple and very clear school rules:

| Our School Rules |            |      |
|------------------|------------|------|
| Ready            | Respectful | Safe |
|                  |            |      |



### **Our Golden Rule**

Each class has a Class Target called a Golden Rule that focuses on learning behaviours and attitudes that the teacher wants to encourage for example 'transitioning silently from the carpet to the table'. Each time that everyone in the class achieves the target they earn a marble for their class jar. Once the jar is full then the class can choose a reward in agreement with their teacher.

### **Individual Recognition (Verbal and Non-Verbal Praise, Shout Out Postcards home, Sticker Books, Flourish Certificates)**

Children are rewarded in a variety of ways for going above and beyond, including verbal and non-verbal praise, stickers (individual reward for each 25), Shout Outs for learning or behaviour that shows our values (Courage, Kindness and Respect) and Flourish Certificates. Values Shout Outs and Flourish Certificates are celebrated in our weekly Friday Family Worship.

Adults in school are clear about the minimum standard of behaviour that we expect- put simply, we follow the school rules. This is a basic expectation. We deal robustly with poor behaviour. If pupils choose not to follow the rules there is a structured response to help get them back on track:

## Actively teaching our Routines

At Norton and West Chinnock, we believe that we need to teach and not tell routines. It is a form of visible consistency, and we are all responsible for ensuring that this happens consistently. Every single day.

| Routines                                                                          |                                                                                   |                                                                                   |                                                                                                         |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Ready                                                                             | Tidy hands                                                                        | Transitions<br>1 Tidy 2 Stand Up 3 Move                                           | Sit like a Star<br>Sit up tall, Track the learning, Ask and answer questions, Respect those around you. |
|  |  |  |                      |

| 'Ready'            |                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Why                | In order to listen carefully and before transition times, it is important that everyone is silent, so everyone knows the expectations.                                                                                                                                                                                                                                                      |
| What should we see | <ol style="list-style-type: none"> <li>1. Adult raises hand and says 'Ready'.</li> <li>2. Children stop their conversations (voices off, hands free).</li> <li>3. Children raise their hand.</li> <li>4. Adult scans the room, 'just waiting on 100%'</li> <li>5. Adult gives praise to children doing the right thing (e.g. thumbs up).</li> <li>6. Children track the teacher.</li> </ol> |
| Exceptions         | In EYFS, outside and the hall at lunchtime, the use of a sound to gain attention to be used at the same time as a hand up. 1. Use of sound (e.g. bell, tambourine) then follow above steps.                                                                                                                                                                                                 |

| Tidy hands         |                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Why                | Moving around the school must be calm and quiet to ensure children are aware of where they are going and so that other people at the school are not disrupted by the movement. This keeps everyone safe                                                                                                                                                                                           |
| What should we see | <ol style="list-style-type: none"> <li>1. Adult to follow Transitions routine.</li> <li>2. Children line up in line order.</li> <li>3. Adult leads the line whilst maintaining monitoring of the line.</li> <li>4. Everyone walks in single file (one behind the other).</li> <li>5. Everyone keeps to the left.</li> <li>6. Calm and quiet (hands safe and by sides, facing forward).</li> </ol> |
| Exceptions         | Children with ASC may only be comfortable at the start or end of the line                                                                                                                                                                                                                                                                                                                         |

| Sit like a STAR    |                                                                                                                                                                         |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Why                | In order to maximise learning, children must pay attention in class. There are 4 key behaviours for learning that should be demonstrated                                |
| What should we see | <ol style="list-style-type: none"> <li>1. Sit up tall</li> <li>2 Track the learning</li> <li>3 Ask and answer questions</li> <li>4 Respect those around you.</li> </ol> |
| Exceptions         | There may be specific children with ASD who will not respond to being tracked or tracking. Children with ADHD may find 'sit' difficult                                  |

| Transitions        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Why                | Transition times (moving to another space in the classroom, transitioning to break, lunch or worship) are pinch points for low level disruption. Having a clear approach will ensure lining up to move around the school is quick, calm and quiet.                                                                                                                                                                                                                              |
| What should we see | <ol style="list-style-type: none"> <li>1. Adult uses 'Ready' routine to gain attention.</li> <li>2. Adult to show 'one' by holding 1 finger up - children tidy and then track the adult.</li> <li>3. Adult to show 'two' by holding 2 fingers up - children stand up and tuck chairs in (if they have them), continue to track the adult.</li> <li>4. Adult to show 'three' by holding 3 fingers up - children move into line order and continue to track the adult.</li> </ol> |
| Exceptions         | Moving from one small group to another small group may not require a tight transition. Some children may have a reasonable adjustment of being at the front or back of a line and out of register order.                                                                                                                                                                                                                                                                        |

|                 |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| First instance  |                                                                                       | Non-verbal redirection and positive praise of other children in the class with school rules and routines.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                 | Supportive Reminder in class                                                          | <p>Private, low-key explanation of rule broken.<br/> Calm, clear and supportive re-iteration of expectation to the child<br/> Adult explains the behaviour they are looking for and encourages this.<br/> <i>I've noticed that...</i><br/> <i>Remember our ....rule about</i><br/> <i>Leave quickly and find a child doing something positive</i></p> <p>Teacher discreetly records behaviour in the Class Log as a 1 and any reasons</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Second instance | Address environment to support                                                        | <p>Teacher takes the child to a quieter area for privacy.<br/> Private, low-key explanation of rule broken (<i>calm but firmer</i>).<br/> Re-iteration of expectation to the child, showing disapproval of behaviour:<br/> <b>Consequence – Child sits for Reset Reflection – 5 minutes in another space/Library</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                 | RESET Reminder out of class                                                           | <p><i>Remember the last conversation, and I need to see...</i><br/> <i>I am here to help you if there is something you would like to tell me.</i><br/> <i>At Norton/West Chinnock we.... I need to see you...</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                 | 5 minutes RESET                                                                       | Record behaviour on Arbor under 'Low Level Disruption' along with Follow Up                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Third instance  | Change environment to complete learning and Restorative Conversation at another point | <p>I noticed you chose to ..... (noticed behaviour)<br/> You need to.....(Go to quiet area / Go to another table etc)<br/> Playground: You need to .....(Stand by other staff member/ me / Sit on the picnic bench etc)<br/> I will speak to you for two minutes at playtime/snacktime and will let your parents and Mrs Phillips know.<br/> Teacher records conversation on Arbor 'Repeated behaviour concern' and informs parent at end of day.</p> <p><i>Restorative Conversation: (Choose two or three)</i><br/> <i>What happened? (Neutral, dispassionate language)</i><br/> <i>What were you thinking at the time?</i><br/> <i>What have you thought since?</i><br/> <i>How did this make people feel?</i><br/> <i>Who has been affected?</i><br/> <i>How have they been affected?</i><br/> <i>What can we do to make things right?</i><br/> <i>How can we do things differently in the future?</i></p> |
| Fourth instance | SLT Involvement                                                                       | <p>The Headteacher (or if unavailable the Head of School or Senior Teacher) will be discreetly contacted and asked to come to class. There will then follow a formal coaching conversation with the Head outside of the classroom, and the child will spend the remainder of the lesson completing their task with a Senior Leader.</p> <p><i>The Headteacher (In absence SLT) will contact the child's parents before the end of the day to explain the situation.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                   |