



King's Infant School  
*The British School of Madrid*

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Chamartin

# **Positive Relationships and Behaviour Management**

**2021-2022**

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## Policy statement

King's Infant School is committed to creating a safe, secure and nurturing environment where strong and meaningful relationships are built where children show exemplary behaviour which facilitates a wide range of outstanding learning experiences. Positive relationships referred to in the EYFS statutory Framework 2020 is carefully implemented throughout the whole school. Relationships are developed through the forming of attachments between adults and peers.

Warm and caring relationships play an important role in creating an environment where each and every child can flourish. Children are respected and valued and their wellbeing is considered before anything else. The child's voice is listened to, respected and valued; helping them to thrive socially and emotionally. When children feel this they learn the value of empathy and talking through their emotions and difficulties with someone. Through play, children are able to explore a range of problems and solve them using their listening skills and being involved in the task. This forms the foundation of an excellent behaviour policy which develops children who are motivated to learn, are socially aware and who are responsible citizens of the school and wider community.

This policy is based on the Improving Behaviour in School guidance report from the EEF (2019) which outlines 6 recommended steps (appendix 4) and also draws on elements from Paul Dix 'Everything changes when the adults change', when planning for adult intervention for undesired behaviours.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our Positive Relationships and Behaviour Management Policy guide's staff to teach social, emotional and cognitive behaviours including self-regulation and motivation, not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor behaviour choices and plans for dynamic interventions that support staff and learners.

## Policy Aims

- To build a school community that knows and understands its children and their influences.
- To teach learning behaviours alongside managing behaviours
- To set out clear classroom management strategies which support excellent classroom behaviour.
- To ensure that all pupils are treated fairly, show respect and to promote positive warm and caring relationships
- To create a culture of consistency and coherence across the school community which extends into children's homes through strong partnership with families.

## School Rules

We have three clear and simple school rules that we follow which are introduced through the creation of three special school characters. Appendix 1

**Sophie Safe** reminds us **We are safe.**

**Ramona Respect** reminds us **We are respectful.**

**Eddy Ready** reminds us **We are ready for learning.**

In addition to these rules, at the start of each year, classes will gather together to create a set of expectations about how to work together. This may be referred to as a class specific teaching tool in PSHE sessions or circle times to unpick understanding of unacceptable behaviour or incidents. In this way children are shown to be valued members of their class community. They are accountable for their actions individually and as a collective class community. This approach enables them to discuss their thoughts and feelings, develop a sense of democracy and practice thinking skills by sharing their own solutions to problems that have occurred or could occur.

## Consistencies

**Senior Leaders expect all staff to:**

- greeting each and every child by their name with genuine warmth and joy at seeing them.
- speak about children respectfully even when not present.
- not raising voices (except outside if a danger is seen faraway)
- staff stopping at staircase corners until class lines catch up.

**All staff will:**

- Refer to 'Ready, Respectful, Safe' during lessons.
- Model positive behaviours and build relationships.
- Use a visible recognition mechanism throughout every lesson.
- Be calm and give 'take up time' when managing behaviour.
- Prevent sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with children.
- Never ignore or walk past those who are not showing expected behaviour.

**Senior Leaders will**

- Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.
- Be a visible presence around the site and especially at changeover time.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice
- Support Core Leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess college wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.
- Take time to welcome learners at the start of the day and dismiss at the end.

## Recognition of behaviour that is above and beyond

Behaviour we expect is not rewarded, we have three tiered levels of recognition for pupils whose behaviour is exemplary and is above and beyond what we expect.

### Classroom recognition

#### Level 1

- Use of ClassDojo to recognise values demonstrated linked to our rules.
- During lessons give out verbal exceptional rewards i.e. classroom celebrations such as 'fireworks'.

#### Level 2

- Give out stickers for exceptional behaviour (linked to the characters).
- Notes and phone calls home.

#### Level 3

- Weekly certificates awarded by class teachers.

### School recognition

#### Level 4

- Weekly certificates are given out in assemblies by SLT.
- Notes and phone calls home.
- Tea parties with SLT.
- Termly Recognition Board - photo of child on display in the hall.

### Use of ClassDojo

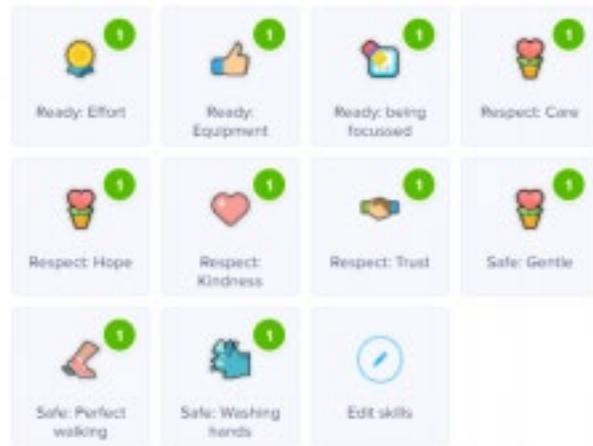
Class Dojo continues to be used as a way of recognising the values displayed on a daily basis. Points linked to the values can be visible or not depending on the children's attitude towards them. Allocating points enables tracking of behaviours to be analysed. Points given towards displaying school values are shared with the families through the dojo app. This way the families become part of the school's vision to create a more positive environment. Class Dojo will also be used to communicate if Thinking Time has been given, this is

found in the needs work section and receives no points positive or negative. When this has been used a note must be added to ensure parents know what happened.

The recognised behaviours on Dojo are for all classes

and are linked to our values

- Respect
- Ready
- Safe



## Behaviour Steps

Staff must identify whether behaviour is non disruptive or disruptive before following the steps below. Each step must be followed without jumping a step. Thinking time is given as a productive way to use time out and will be used prior to a discussion with an adult where they can reconnect, repair and restore. Thinking time must be inside the classroom and a clear and comfortable spot in which a child can calm down and think about what has happened.

### BEHAVIOUR STEPS

STEP 1 -  
Address non disruptive  
behaviour

- non verbal cues
- drive by's
- distraction
- reengagement strategies



STEP 2 -  
Disruptive behaviours

- rule reminder
- Caution of consequence
- Last Chance

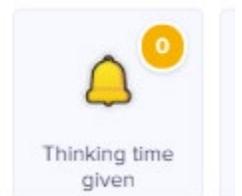


STEP 3 -  
Consequences

- Time out
- (Thinking time)
- Reconnect, repair, restore



Positive Needs work



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staff will follow these 3 steps and record thinking time given on ClassDojo and note attached for parents.

<b>Created and Reviewed by :</b>	<b>Policy Category:</b>
Created by Rachel Davies and Annelouise Jordan Nov 2020 Reviewed by Rachel Davies and Annelouise Jordan October 2021	Teaching and Learning
<b>Approved by Governing Board:</b>	<b>Next Review:</b>
October 2021	<b>October 2022</b>

## Appendix 1 - Characters

**Ramona Respect**



**Eddie Ready**



**Sophy Safety**



## Appendix 2 - Year Group Scripted Intervention

This should be the 3rd time you have spoken to the child and given take up time. This is now a scripted statement not a series of questions. Never ask a question about why they did it or how someone is feeling. (This is covered in Restorative Conversation).

EYFS

You have (insert behaviour) and that breaks our rule of (insert rule). We don't want (insert consequence) to happen. I know you can be (insert expected behaviour) because I saw you do it (shortest time frame possible, e.g. earlier this morning).

KS1

I can see you (insert behaviour), you're breaking the rule of (insert rule). If you continue (insert behaviour) you will/won't (insert consequence). I know you can (insert expected behaviour) because I saw you do it (insert time frame.)

## **Appendix 3 - Restorative Conversations (Last Step)**

This meeting only happens if a child has had time out, not if they have responded to the scripted conversation.

A restorative conversation should take around 10 minutes (plan for 15). Provide a glass water, fidget toy.

Stick to the matter, don't open up other business.

Ask no more than 5, at least 3 from each section from the following questions. Use a calm, kind and non-judgemental tone.

### **1. What happened?**

2. What was going through your head in the moment? (What were you thinking at the time?)

3. What have you thought since?

4. How did this make people feel?

5. How has it been affected?

6. How have they been affected?

7. What should we do to make things right?

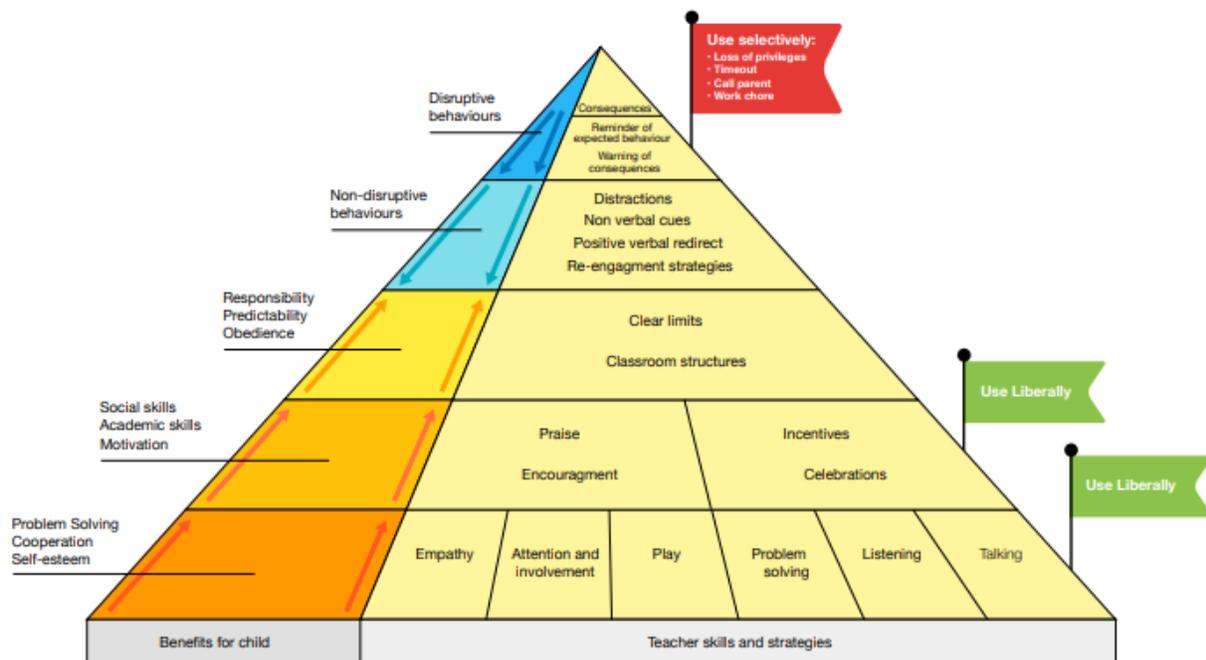
8. How can we do things differently in the future?

Do not take notes in this meeting.

# Appendix 4 – EEF resources



Figure 5: The Incredible Years Teaching Pyramid®



Adapted from Webster-Stratton, C. and Reid, M. J. (2001) *Incredible Years Teacher Training Program: Content, Methods and Processes (Facilitator Manual)*, Seattle.