



King's Infant School

The British School of Madrid

Chamartín

**Positive Relationships and
Behaviour Management Policy
2022/23**

Contents

- Policy statement
- Restorative practice
- Aim of the policy
- School Rules
- Consistencies
- Recognition
- Use of ClassDojo
- Appendix 1 - School rule characters
- Appendix 2 - Year Group Scripted Intervention
- Appendix 3 - Restorative Conversations (Last Step)
- Appendix 4 - Incredible Years Teaching Pyramid

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 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 guides 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.

Establish Behaviour

Specific behaviour will be taught explicitly in all aspects of school life. This intentional practice will establish a culture of positive relationships with one another and trust will be built between students and adults.

Maintain Positive Relationships

These are the specific teachable moments whereby effort is taken by each member of staff to ensure that the positive relationships are maintained and embedded into school culture. This will ensure that behaviour does not diminish over time.

Restorative Practice

Restorative practice is a whole-school approach to teaching and learning. Restorative schools are communities built on empathy, self-reflection and personal accountability. Communication, relationships, empathy and dignity can be developed, repaired and strengthened. For those who have been harmed, this might be a feeling that their experience matters. For the person who has exhibited poor behaviour, they begin to understand their impact on others and provide them with the safe space to right any wrongdoing.



*OneStepCPD <https://www.twinkl.es/resource/cpd-developing-restorative-practices-t-slt-1646671848>

	Establish	Maintain	Restore (R ³)
Definition	<i>Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection & understanding)</i>	<i>Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)</i>	<i>Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with student)</i>
Practical strategies	Set aside window of time to spend with student Inquire about student's interests Communicate positively: Open ended questions Affirmations Reflexive listening Validation Reference student info Deliver constructive feedback wisely	5-to-1 ratio of positive to negative interactions Positive notes home Greet students at the door Relationship check-in Random, special activities	R ³ = Reconnect, Repair, Restore Take responsibility for negative interaction Deliver an empathy statement Let go of the previous incident & start fresh Communicate your care for having the student Engaging in mutual problem solving

*The Establish-Maintain-Restore Method

https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf

School Rules

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

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.
- Use the 5:1 ratio, 5 positive for every 1 negative within the classroom in order to re-establish a positive culture and atmosphere.

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
- 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 them 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

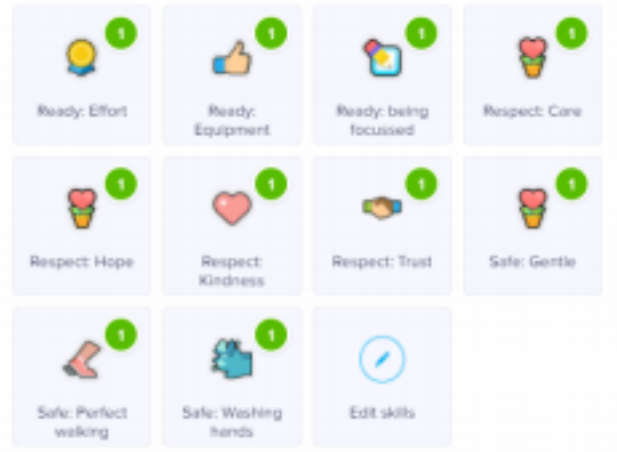
Class Dojo continues to be used as a way of recognising the values displayed on a daily basis. Points linked to the values can be visible or not depending on the children's attitude towards them. Allocating points enables tracking of behaviours to be analyzed. Points given towards displaying school values 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

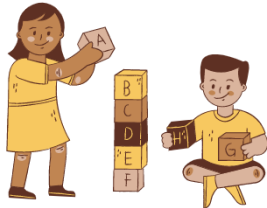
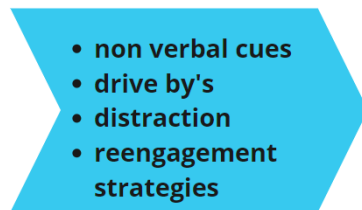
- Respect
- Ready
- Safe



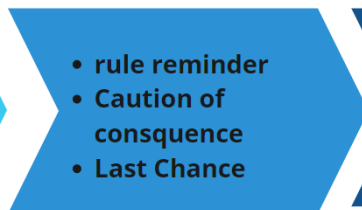
Behaviour Steps

BEHAVIOUR STEPS

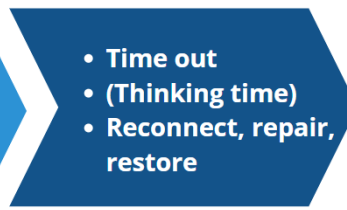
STEP 1 -
Address non disruptive
behaviour



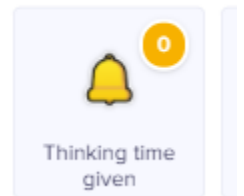
STEP 2 -
Disruptive behaviours



STEP 3 -
Consequences



Positive Needs work



All staff will follow these 3 steps and record thinking time given on classdojo and write a note for parents.

	Policy Category:
Rachel Davies / Annelouise Jordan November 2020	Teaching and Learning
Approved by :	Reviewed by:
Elena Benito/Nic Wergen	Annelouise Jordan July 2022
	Next Review: June 2023

Appendix 1 - Characters

Ramona Respect

RESPECT



Eddie Ready

READY



Sophy Safety

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, eg 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 5 from the following 8 questions. Use a calm, kind and non judgemental tone. Restorative conversation toolkit found [here](#).

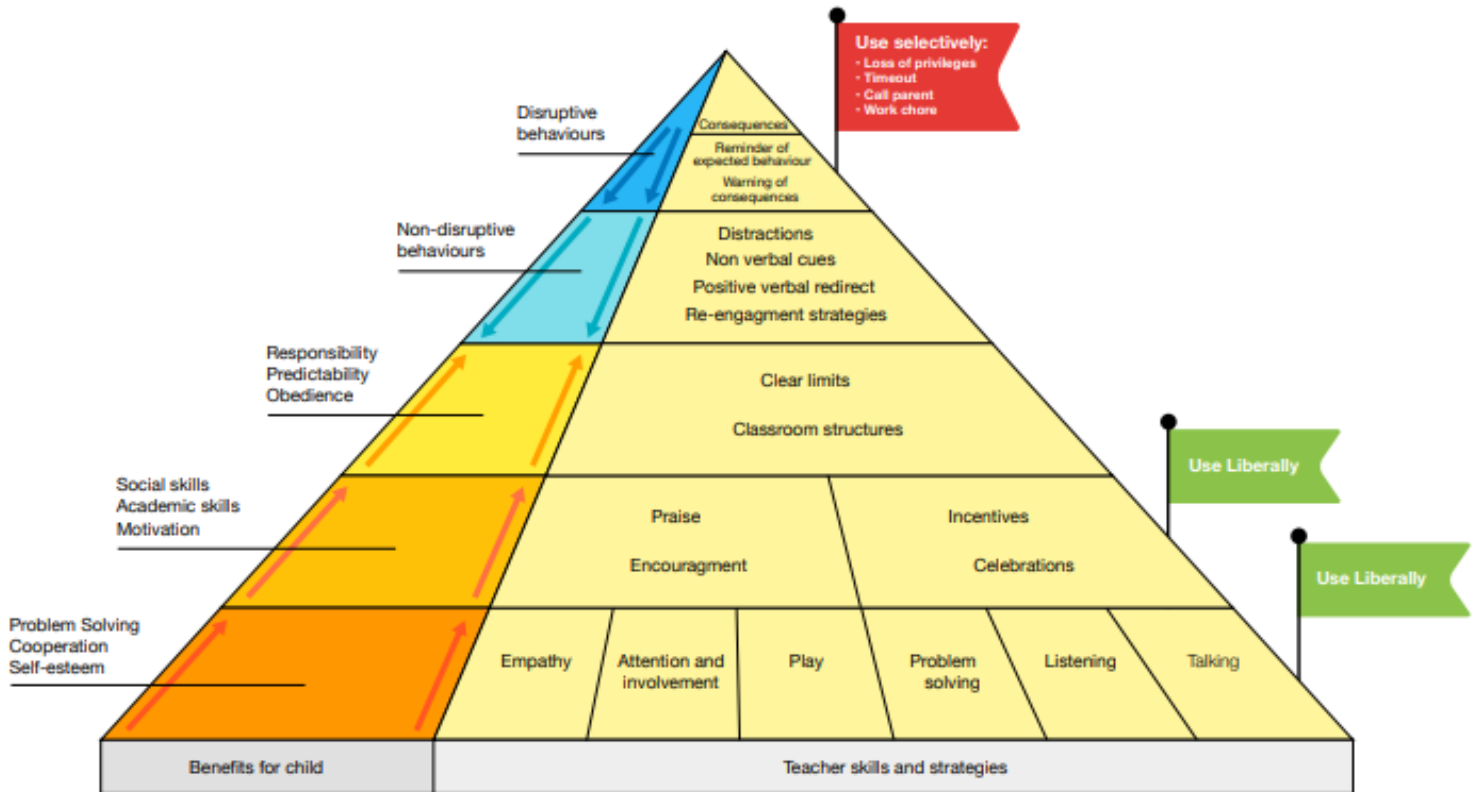
1. What happened?

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?

Appendix 4 - 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.