



STOBERRY PARK SCHOOL

RELATIONSHIPS AND BEHAVIOUR POLICY



Version: 1.2

Version date: 20th January 2025

Introduction and Rationale:

At Stoberry Park School, we aim to create an environment where every member of our community feels safe, respected and able to engage fully with learning. Every member of our school community is expected to maintain the highest standards of personal conduct and to accept responsibility for their behaviour. We encourage all to embody our School Values of Integrity, Compassion, Courage, Creativity and Curiosity.

At Stoberry Park School, we recognise that our learners will all be at different stages of their understanding of acceptable social behaviour; it is our duty to model and expect positive behaviour with absolute consistency, allowing children to learn and develop their social and behavioural skills to develop into caring, responsible members of society.

This policy outlines the philosophy, purpose, nature, organisation and management of pupil behaviour and relationships. It is focused on building positive relationships between all members of our community, through clear, consistent and high expectations, supported by clear processes for dealing with inappropriate behaviour.

It is the responsibility of every member of our school community to apply this Relationships and Behaviour Policy with equity, fairness and consistency.

Core beliefs of this policy:

- Behaviour can change and every child can be successful
- Positive, targeted praise is more likely to change behaviour than blaming, shaming and punishing
- Recognising and reinforcing positive behaviour helps develop a child's positive self-image
- Understanding the needs and individual circumstances of each child will help us to act in the moment in the best interests of each child
- The careful use of reward, recognition and celebration helps to further improve children's self-image
- The careful use of restorative techniques will help children to develop an understanding of the impact of their behaviour

Aims:

Through this policy we aim to:

- Ensure calm, consistent approaches are applied to managing behaviour
- Provide agreed language to ensure that all adults and children are clear about expectations and sanctions
- Ensure that agreed boundaries for acceptable behaviour are understood by all members of our school community
- Promote pupils' self-esteem by implementing a consistent system of reward, recognition and praise
- Ensure all pupils are polite, happy and considerate of others' feelings and property
- Encourage and enable children to self-regulate where possible

To achieve this, Stoberry Park School will use this policy, the Jigsaw PSHCE curriculum, our wider taught curriculum, assemblies, OPAL play and other learning experiences to:

- Explicitly and implicitly teach social skills, emotional literacy and strategies for self-regulation
- Agree boundaries of acceptable behaviour and regularly discuss and remind children of these
- Promote equal opportunities and instil a positive attitude toward differences
- Encourage, through teaching and the use of restorative strategies, children's understanding of the impact of their words and actions on themselves and others

Be **Respectful**

Be **Ready**

Be **Safe**

Be **Kind**

The Stoberry Way – Positive Behaviour for Learning:

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At Stoberry Park School, we recognise the importance of consistency, routine and clear high expectations on behaviour. The four rules above have been devised to give children, staff and parents clarity in our behaviour expectations. They will be displayed and taught explicitly in every classroom.

Relationships are at the heart of positive behaviour management and as such, we believe that children should be recognised, praised and rewarded in public and reminded of expectations in private. Positive behaviour should be recognised and commented on sincerely, rather than just being rewarded.

However, we also understand that for some children, at certain times, following our behaviour expectations are 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.

Agreed adult behaviours:

All adults at Stoberry Park School understand that it is impossible for us to 'control' children's behaviour; the only aspect of behaviour we can control absolutely is our own. Through applying a number of agreed practices, we believe that we have the best chance to improve negative behaviour patterns and enhance positive behaviours.

These are:

- Calm, consistent adult behaviour
- Repeated routines
- The use of scripted interventions for challenging situations
- Restorative conversations to follow-up negative behaviour

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 Relationships & Behaviour Policy.

Senior leaders and Governors are responsible for supporting staff to implement the Policy. Parents are responsible for supporting the school's Policy by reinforcing key messages at home, helping children to complete 'uncompleted' work at home and providing a positive role model.

All Staff will:

- Redirect students by referring to 'Be Ready, Be Respectful, Be Kind and Be Safe'
- Focus on effort, not 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 badly or going above and beyond
- Deliberately and persistently catch students doing the right thing and praise them in front of others, where appropriate for that child
- Strive to develop positive relationships with all students and the whole school community
- Relentlessly work to build mutual respect and demonstrate and model unconditional care and compassion

Rewards:

Recognition of positive behaviour choices, achievement, kindness etc. comes in many different forms and should be given by all members of staff. Rewards must be attainable by all and must never be taken away from a child.

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

Specific rewards may include:

- Name on the class recognition board
- A public word of praise in front of peers, a class, house group or school

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- A note, email, Gold Card or phone call home
- A visit to another staff member for praise
- epraise points
- An individual token reward, such as a sticker
- School certificates and awards – for example presented in assembly

Recognition of the above and beyond:

Positive behaviour is primarily recognised through class recognition boards and positive praise – the intention of this is to make praise about positive relationships, rather than transactional in nature. The Recognition Board in each class is designed to recognise the power of the group and this is at the core of this practice. Adults must notice and recognise positive behaviour.

Children should also be recognised for behaviour that is ‘above and beyond’ the norm – adult recognition and discussion of this behaviour will make clear that high expectations are in place, encouraging all children to rise to these expectations, not just to accept the mediocre.

Consistent positive behaviour that is above and beyond the norm, or single acts of exceptional kindness, respect or compassion should be recognised, named as ‘above and beyond’ and shared with parents using one of the methods mentioned above.

Sanctions and consequences:

At Stoberry Park School, we recognise that children will not always make positive behaviour choices. Consequences and sanctions, should not be postponed until another day, unless there is no other option and should only be carried out once the child is calm and able to understand. They must be clear and aimed at the behaviour, not the child.

This section outlines the agreed steps adults will follow to manage negative behaviour choices in school. It includes a clear progression of actions, scripts to support staff with positive, assertive behaviour management and clear sanctions. All staff should:

- Use a calm, measured approach
- Refer to the child by name
- Lower themselves to the child’s level
- Make eye contact
- Allow take up time for instructions to be followed
- Not engage with secondary behaviours
- Acknowledge their own feelings and ask for support if they are not able to maintain a calm, measured approach.

The stepped sanctions for dealing with negative behaviour choices are:

1. **Reminder** – clear reminder of the rule that is being broken and the three steps that will follow. Should be delivered as privately as possible – a quiet word, not overheard by others.
2. **Caution** – deliver in private where possible – make the child aware of negative choices and clearly outline consequences – e.g.: having time out/completing missed work at home. Micro-script ***‘Think carefully about your next choice.’***
3. **Last chance** – This includes a 2 minute sanction during the next break time. Speak to the child in private, give them a final opportunity to engage. Offer a positive choice and remind of previous positive behaviour choices. 2-minute sanction is maintained when a child reaches this step – it cannot be part of a future negotiation or behaviour, cannot be removed or substituted.
4. **Time out** – If the child has not engaged after the last chance conversation, they must complete a 5-minute time-out in a paired classroom – this is to allow cool down time and to consider their behaviour.
5. **Repair** – this should be a **quick** conversation or more formal meeting (see the restorative questions below).

Restorative Conversations:

To enable children to develop empathy and understand the impact of their behaviour choices on others, restorative conversations are essential. It is imperative that the member of staff who initially dealt with negative

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behaviour carries out the restorative conversation (supported by a member of SLT, if appropriate). This will help to ensure continuing positive relationships, but also teach the child to reflect on their behaviour choices.

Every staff member has been provided with restorative question cards and these must be used to structure this conversation.

Persistent Negative Behaviour:

Repeated negative behaviour (more than one time-out or restorative conversation in any day) results in a 'Yellow Card'. This results in parents being notified, either through email@school, phone or a face to face conversation. Yellow Cards must be recorded on CPOMS.

If the behaviour remains persistent and does not improve (for example two yellow cards in one week), the Red Card process below may be used.

As a school, we recognise that behaviour can be a way of communicating emotions. Where children persistently find self-regulation challenging, an individual Behaviour Support Plan will be devised by the class teacher, in conversation with the child, parents/carers, SENDCo, SLT and any other relevant adults.

Uncompleted work:

Work that has not been completed due to negative behaviour choices will be sent home with an 'uncompleted work slip' to be completed and returned the next day; parents must be notified by email/phone/conversation that work has been sent home. A copy must be retained in school. If the work is not completed at home, then work must be completed at break or lunchtime. We hope that all parents will work in partnership with us and encourage children to complete any unfinished work that is sent home.

Serious 'Red Card' Behaviour Incidents:

Red Cards will be used to address the most serious forms of negative behaviour; these include:

1. Violence towards a child or member of staff (physical contact with the intention to cause harm)
2. Defiance/rudeness towards any adult (refusal to follow instructions)
3. Bullying, taunting and teasing behaviour (bullying is persistent, intentional and planned)
4. Stealing
5. Spitting
6. Swearing
7. Repeated and persistent negative behaviour, resulting in two or more Yellow Cards
8. Other serious acts of negative behaviour, which may not be listed above.

As mentioned earlier in this policy, an understanding of the needs and individual circumstances of each child will aid staff in managing negative behaviour appropriately. Staff dealing with a behaviour incident will have the right to identify whether they feel a purposeful act of violence has been perpetrated by a child, or whether this violence has taken place due to dysregulation. Consequences will be decided upon accordingly by those staff involved, guided by SLT where appropriate.

Any of these behaviours will result in an instant move to Time Out (see above) as well as an additional sanction, which will be decided by the adults involved/SLT. Red Cards will always result in either a phone or face-to-face conversation at the end of the school day. This may be conducted by the class teacher, a member of SLT, the Headteacher or a combination of the above. All red card incidents must be recorded on CPOMS.

Pupils with Additional Needs:

Where a child has additional needs, which are recognised as part of our Special Educational Needs register, or has behavioural needs as a result of a disability or medical condition, the procedure for managing behaviour may differ from the details within this Relationships and Behaviour Policy. The adapted or alternate procedure will be created in discussion with the child, parents/carers and other appropriate professionals and outlined in the child's IEP.

External Support:

If negative behaviour continues, the Headteacher, SLT or SENDCo will become involved. If appropriate, school staff will contact external agencies for advice and support in managing negative behaviour. These could include:

- PFSA (Parent, Family Support Advisor)

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- Communication & Autism Outreach Team (CAOT)
- Specialist school advisors (Mendip School etc.)
- Other agencies that offer support for pupils, families and schools

Exclusion:

Stoberry Park School does not believe that exclusion is the most effective way to support children in developing and improving their behaviour and we will always try to adapt and modify provision for all of our children to attempt to ensure they are able to access a successful education.

In exceptional circumstances, it may be necessary to exclude a child, either for a fixed term, or permanently. These options will always be considered very carefully and will not be used until other avenues have been exhausted, or in the cases of extreme negative behaviour.

Permanent exclusion will always be a last resort and the school will aim to work with any family to complete a managed move to another, more suitable setting where possible. In all circumstances, what is best for the child will be at the heart of any decision that is taken.

The role of the parent in encouraging positive behaviour:

At Stoberry Park, parents are encouraged to take an active role in all parts of their children's education, including encouraging positive behaviour. We would encourage parents to do so by:

- Ensuring that children attend school regularly, arriving on time, alert, rested and prepared for learning and are collected promptly at the end of the day.
- Understand and support the School in our behaviour expectations and practices as much as possible.
- Support the work of the School as staff seek to support children and their families.

School staff will always aim to contact parents as soon as possible where there are concerns about significant negative behaviour choices. Staff will not routinely contact parents about minor transgressions.

Physical Restraint:

Please see the School's separate Physical Restraint Policy for information.

Application and scope of this policy

This Relationship & Behaviour 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 positive behaviour choices will always apply.

Monitoring & Evaluation

The school's Senior Leadership Team (SLT) will monitor the effectiveness of the policy closely over the next two years, as this policy is a significant change to the previous Behaviour Policy. Following this initial two-year period, it will be reviewed at least once every two years and findings will be reported back to the Governing Body. The SLT will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the SLT in order 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.

Policy last reviewed: January 2025

Approved by the Governing Body on: 6/2/25

Signed (COG): P Thompson

Signed (HT): A Shakesby

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STOBERRY PARK SCHOOL BEHAVIOUR BLUEPRINT



The Stobery Way	Consistent Adult Behaviours	Positive Behaviour Recognition
- Be Respectful - Be Ready - Be Safe - Be Kind	- Consistent, calm, adult behaviour. - Repeated routines. - Scripting difficult interactions. - Restorative follow-up.	- Sincere, praise and feedback - Note/phone call/postcard home - Recognition boards - Learning Warrior & Jigsaw certificates

Positive behaviour choices should be recognised, praised and rewarded in public and children reminded of behaviour expectations in private.

Stepped Sanctions In private	Behaviour Micro-scripts
Reminder of Rule-repeat as necessary Caution-"Think carefully about your next step." Last Chance-use micro-script, and a 2-minute sanction at next break/lunch. Time Out-in class, or in partner classroom. 5 minutes Restorative conversation-5 minutes with key adult (more than 1 in a day=Yellow Card Email sent home.)	"I noticed you are" (having trouble getting started/struggling to get going/wandering around the classroom. Describe the inappropriate behaviour. "It was the rule about" "(lining up/staying on task/sitting in your seat that you broke. Identify the rule that has been broken. "You have chosen to" (move to the back/catch up with your work at lunchtime/speak to me after class. Give the child a consequence. "Do you remember last week when" (you showed how well you could listen/helped me tidy up/got that note sent home? Refer back to previous good behaviour. "That is who I need to see today." Reinforce the good behaviour. "Thank you for listening." Then walk away and give the child some take-up time.

Uncompleted work	Assertive Micro-Scripts
Work sent home with 'uncompleted work slip' for parents to sign and return. Copy kept in class and completed at playtime/lunchtime next day if not returned.	- You need to ... (speak to me at the side of the room). - I need to see you ... (following the agreed routine). - I expect ... (to see your table immaculately tidy in the next two minutes). - I know you will ... (help Kyra to clean the pen off her face). - Thank you for ... (letting go of her hair, let's walk and talk). - I have heard what you said, now you must ... (collect your things calmly and move to the thinking spot). - We will ... (have a better day tomorrow)!

Red Card Behaviours	Restorative Questions
Physical violence, swearing, racism, bullying & homophobia (see full list above) Straight to Step 4 & 5 above, with inclusion of SLT/Headteacher during restorative conversation. Phone call to or face to face conversation with parents at end of day.	To be used to frame restorative conversations – questions 3 & 4 must be used with all children. Some questions may be omitted for younger learners or learners with additional needs. - What happened? - What were you thinking or feeling? - Who has been affected? - What needs to happen to put it right? (Must include an apology) - How do you feel now? - Next time I could ... - I need ...

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Golden Rules Definitions



January 2025

At Stoberry Park School, we have four Golden Rules, which guide our children and staff's behaviour through positive re-enforcement and high expectations. These are:

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We feel it is important to define what these rules mean and what our expectations are of behaviour and, therefore, what we will see if children are meeting these expectations. These are set out here and will be shared in the classroom via posters, discussions and reminders that are an every day part of our practice. It is essential that these expectations are maintained by **all** adults consistently, at all times of the school day and in all contexts.

Be **Respectful**

- Follow instructions first time, every time
- Listen when someone else is speaking
- Put your hand up when you would like to speak
- Care for our school, our equipment and each other

Be **Ready**

- Show positive listening – look, listen and pay attention to the person speaking
- Sit/stand sensibly and safely
- Be quiet – this is an important part of being ready to learn
- Have your equipment ready – don't fiddle with it or anything else

Be **Safe**

- Walk sensibly and quietly when you are moving around school
- Be aware of what and who is close to you and use equipment sensibly
- Be patient, wait for your turn and ask for help if you need it
- Ensure the safety of others through your actions

Be **Kind**

- Use kind words
- Use kind actions
- Help others whenever you can
- Share and take turns sensibly

While these are our clear expectations of behaviour, we understand that, for a number of reasons, some children may find these hard. Specific children may need help to meet these expectations, or expectations that are adapted to their individual needs. For example, some children will be given agreed fiddle objects; others may have a wobble cushion or be able to stand/move to support their sensory needs and allow them to regulate to achieve successful focus and learning. These adaptations will be agreed with the class teacher/SENDCo and all staff working with that child will be made aware.

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