Le Cateau Community Primary School

POSITIVE BEHAVIOURAND RELATIONSHIPS POLICY

WE CARE

Adults who work in our school proactively care about children and have high expectations for behaviour and learning.
This is reflected through our inclusive ethos: *Equally Important Equally Different* and is threaded through our school values.

All children deserve a calm, productive and safe environment in order to thrive. Everyone aims to be the best versions of themselves. This means helping each other to recognise and manage emotions constructively to develop positive behaviour choices.

We strive to meet children's needs and aim to provide clear and consistent boundaries. We view undesirable behaviour a communication of unmet needs or a testing of the boundaries in order to feel safe.

Le Cateau School Rules:

Ready

- Have a positive "can do" attitude
- Be punctual: right place at the right time
- Be organised: uniform, PE kit, equipment

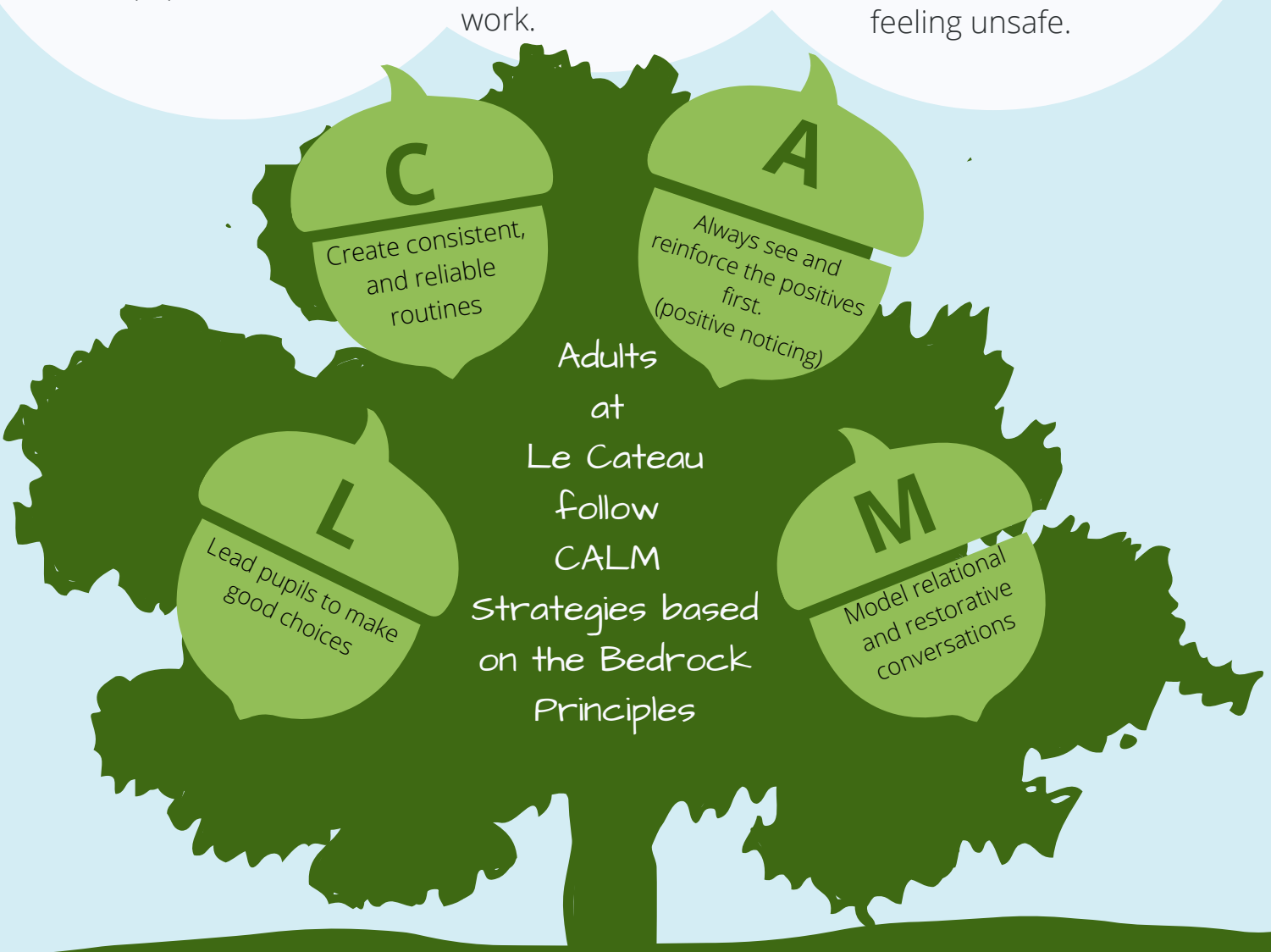
Respectful

Towards:

- ourselves and our equipment
- others and other peoples things
- the environment and other living things
- our learning and our work.

Safe

- Develop good habits for our own physical, mental health and wellbeing
- Understand and learn how to keep our selves and others safe from harm
- Know what to do when feeling unsafe.



Please refer to our "walk thru" guide below to see how the CALM strategies inform our practice in school.

Parents, Carers, Governors and other linked agencies will support Le Cateau to achieve a safe and productive working environment for all. This will be achieved by working collaboratively as a team and helping children to follow our rules.

Pupils with additional needs will have individual support plans, outlining provision to help them. This will include a My Plan/Crisis curve and risk assessment, as well as bespoke interventions.

Using CALM Strategies to Promote Positive Relationships and Behaviour

PROACTIVE

We recognise the positives first...

...because this sets the right tone and example for developing positive relationships and fostering our inclusive culture. Our CALM strategies are also conducive to ensuring high expectations for learning. We need to proactively teach how to communicate unmet needs in a safe and appropriate way e.g. teach emotional literacy and self-regulation.

WHY?

RESPONSIVE

We adopt a relational approaches when things go wrong...

...because we need to support pupils to regulate and reflect on the impact of their behaviour. Our CALM strategies include the use of restorative conversations to develop empathy and emotional intelligence. This helps to nurture positive relationships. Children are also held to account. They are taught that there are consequences for their actions.

Our proactive and responsive CALM strategies used to promote positive relationships and excellent behaviour are interchangeable and are underpinned by the:

THE BEDROCK PRINCIPLES

Recognition Culture

We praise effort and look for the positives to recognise and affirm. We use recognition boards to celebrate good work. We aim to promote intrinsic motivation to learn, via the delivery of high quality engaging lessons. Whilst we use rewards e.g. poms poms, dojo's; they are not "transactional" systems. They are there to show recognition of best efforts and achievements. We recognise pupils on a weekly basis in STAR Assemblies as well as during Half Termly AWARD Assemblies recognising; Effort, Behaviour, Achievement, Curriculum Excellence & Sport Our focus on effort, not outcomes, compliments growth mindsets.

Relational Approaches

We develop good relationships by teaching pupils about how to recognise and appropriately manage their emotions, build healthy relationships and behave in socially acceptable ways. If pupils are emotionally dysregulated, staff use co-regulation skills to help pupils learn to manage their strong emotions.

Emotionally Consistent Staff

Pupils need calm adults to guide them to better choices. Staff will have times when maintaining their emotional consistency is difficult. We encourage staff to swap in and out of role of supporting adult for pupils when it is appropriate. The Headteacher, Deputy Headteacher and other senior leaders offer supervision to support staff. It is the duty of all school staff to ensure new and visiting staff know all they need to about their pupils so they can expertly support all pupils behaviour.

Restorative Practice

We frequently remind pupils about expectations and boundaries.We use restorative conversations to help children reflect and learn about the impact of their behaviour. In a restorative conversation, those who have been harmed can convey the impact that they have experienced. Those responsibile, can acknowledge this impact, begin to repair and take steps to put it right.

We have drawn on evidence-based research, including Paul Dix's books, *Guidance for Developing Relational Practice and Policy* (Babcock Learning & Development Foundation, 2020) and *Relational Behaviour Policy Framework,* (NYCC April 2021)

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