



Redfield
Educate Together

Relationships and Behaviour Policy

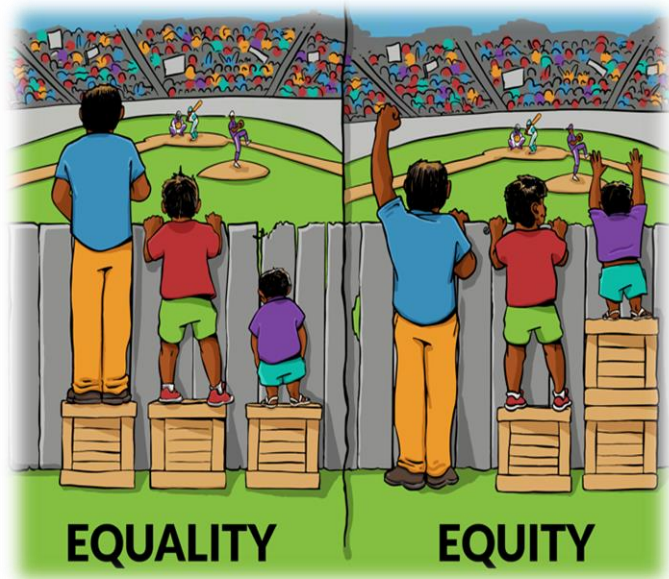
Redfield Primary School

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Relationships and behaviour for effective learning policy

We believe that positive behaviour develops with positive, consistent, and defined relationships between staff and pupils. Relationships are fundamental to a wider positive culture across our school community. We as adults must show unconditional positive regard, noticing and celebrating the behaviours we wish to see. We are the champions of every single child.



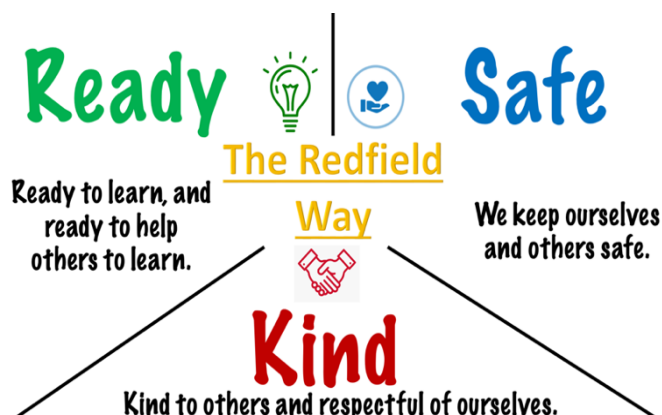
“Every child deserves a champion—an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.” Rita Pierson

Behaviour is communication and our job as educators is to seek to understand what a child is telling us and support them. Only when children behave in appropriate ways can they achieve their best. Consistent, clear, and firm boundaries are key to promoting positive learning behaviours.

“The idea that behaviour management is simply about learning a set of techniques that emerge from a teacher’s toolkit is a dangerous one. With the right **culture**, the strategies that are used become less important. The culture is set by the way the adults behave.” Paul Dix.

Redfield Way

We teach and reinforce our **Redfield Way** through daily teaching, the relationships we build and our curriculum.



Our Guiding Principles

- We, as adults, model calm, controlled and caring behaviours.
- Our attention as adults is focused first on those children who are behaving in an expected way.
- We look to highlight the children going 'over and above' and give them the formal recognition.
- We define, as a school, what we will consistently do: recognition, expectations, and routines.
- We use scripted interventions and consistent language.
- All behaviour is communication (an un-met need) and not a deliberate attention seeking act.
- Behaviour can be taught and improved through support and guidance.
- A calm, consistent and predictable environment promotes positive behaviours.
- High standards of behaviour are essential for effective learning.
- A new day is always a new start!

Expectation of adults.

Consistent adult behaviour will lead to pupils consistently meeting our expectations.

Adults will:



1. **Meet and greet** first thing in the morning using the child's name and giving eye contact.
2. Refer to '**Kind, Safe, Ready**' regularly and consistently and notice the children demonstrating our Redfield Way.
3. **Plan** lessons that engage, challenge and meet the needs of all learners.
4. Use a **visible recognition** mechanism throughout every lesson (e.g. Recognition boards) to promote desired behaviours and reach specific goals
5. Be **calm** and always give 'take up time' when going through the steps to prevent

behaviours escalating.

6. Be **unconditionally positive** in our interactions and use affirming language.
7. **Talk** to learners who are not demonstrating the Redfield Way and make every conversation a learning opportunity.
8. **Follow** up behaviours promptly and support children to be reflective in order to support the understanding and learning of our Redfield Way

9. Take time to get to know individual children and adults and **build meaningful relationships**. Explore children's interests, hobbies and dislikes and believe that every child can achieve.

10. **Teach** routines and create a predictable learning environment which supports children to feel safe.

Senior leaders will:

1. Take time to welcome adults and children at the start of each day.
2. Be a visible presence around the site and especially at transition times.
3. **Celebrate** staff and children whose effort goes **above and beyond** expectations.
4. Regularly share and celebrate good practice.
5. Use behaviour data (recorded on CPOMS) to assess and evaluate school wide behaviour policy and practice.
6. Regularly review provision for learners who fall beyond the range of written policies.

Ways we celebrate and notice:

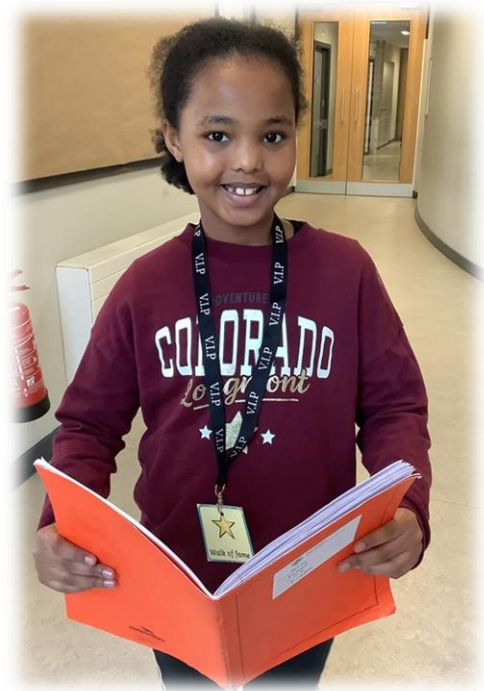
We recognise and reward learners who go '**over and above**' our standards as well as demonstrating our Redfield Way. Our staff at Redfield Educate Together recognise the power of praise in developing a positive atmosphere in the classroom. For some children a quiet word of personal praise can be as effective as a larger, more public reward. Praise is the key to developing positive relationships and adults will need to adjust this according to the individual needs of each child.

Positive rewards include:

Celebration Assembly – Children who have gone over and above in demonstrating our value of the term in class will be celebrated in front of the school with a certificate to take home.

Hot Chocolate Raffle – Children who have gone over and above in demonstrating acts of kindness and/or compassion during playtimes will be entered into a raffle to join a hot chocolate circle with Sophie or Phelim. This takes place each week.

Kindness buckets – The class will win a prize (that they decide at the start of the term) when they fill their kindness bucket. Children



get given a marble when they have demonstrated compassion and/or acts of kindness which they add to their class bucket.

Postcards home – Postcards will be sent home to share with parents/carers that their child has gone over and above in the learning behaviours they have demonstrated.



Stickers – Children will be given stickers for demonstrating our Redfield Way

Walk of Fame (VIP) – When children have done exceptional learning, they will wear a special VIP lanyard and take their learning on a VIP tour to share with other classes.

'Every Time' children – Children who consistently demonstrate our Redfield Way will receive a postcard at the end of each term.

First Attention to Best Conduct

You get more of what you notice the most...

It's easier to notice disruptive behaviour so it requires a shift in mindset and the deliberate intention to create a positive classroom culture.



We will model and teach positive and strong relationships in a variety of different ways including our Learn Together curriculum and four core values of:

- Community
- Compassion
- Courage
- Curiosity

Opportunities for children to live these values and deepen their understanding include:

- Carefully planned and sequenced lessons linked to our core values and Learn Together curriculum
- Specific lessons e.g., Zones of Regulation
- Regular Role play scenarios
- Additional intervention/small group lessons
- Trusted adults (where appropriate)

- Additional support (e.g. playground Champions and therapeutic sessions)

Use of language and restorative conversations to support children

We ensure that the language we use is consistent, affirmative, aspirational, and always communicates high expectations. If something is difficult for a child or they are finding it difficult to regulate or follow the 'Redfield Way,' then we can support them in a number of ways.

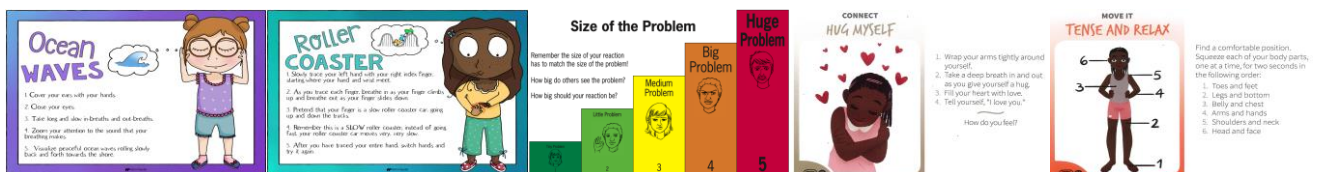
Guided conversations: Children can use visuals to communicate what has happened using our 'Problem Cards' These focus on four key questions:

- What happened?
- How were you feeling?
- What can we do next time?
- How can we make it right?

Regulation stations: Children can regulate in class or in our learning zones by using a 'Regulation Station'. The children are *taught* to use these and have access to various calming strategies and tools to help them. If they cannot do these independently, then children will be given the opportunity to co-regulate with an adult.



Redfield 5 calming strategies: Across the school, children are taught these strategies explicitly and are actively encouraged to use these to calm and regulate.



Restorative conversations: These simple and clear conversations help resolve issues quickly whilst maintaining relationships, they help prevent future disruptions, strengthen the child's connections with others and keep our children connected to our positive school community.

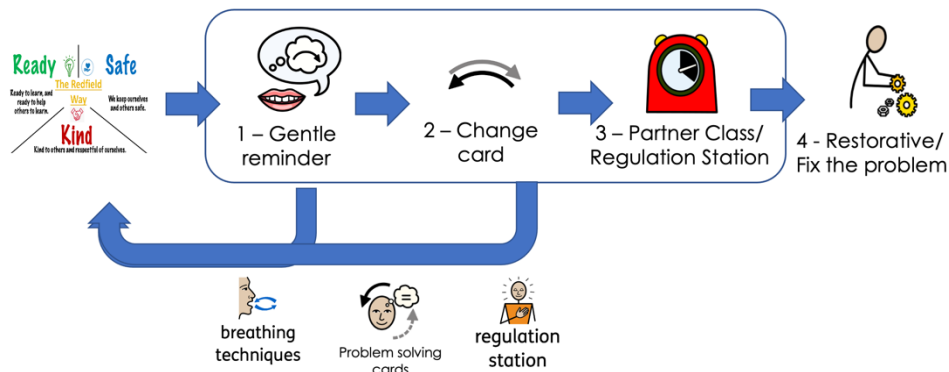
Supportive steps (including Zero behaviours)

What are zero behaviours?

These are behaviours that put a child, their peers or the adults around them in an unsafe position. Some examples include:

- Leaving the classroom without permission and a lanyard
- Leaving the school premises (absconding)
- Physical or emotional harm to another child or adult (this includes acts of racism, homophobia, acts of sexism and other forms of discrimination)




Stages of support







The purposes of these stages of support are to provide an opportunity for children to make changes to their behaviour (with the support of adults around them) so that they can be 'Ready to learn'.

For the large majority of children our stages enable them to achieve this. However, there will be a small minority of children who will need alternative consequences to be applied e.g. missing part of playtime or a phone call home to parents. This will be used at the teacher's discretion.

1) Gentle reminder	Gentle encouragement (opportunity for adults to reflect on context around the child), a 'nudge' in the right direction. A reminder of our Redfield Way – Kind, Safe, Ready delivered privately, wherever possible. Repeat reminder if necessary. De-escalate and decelerate where possible. Immediate praise will be given if the learner is able to model good behaviour as a result of the reminder.
2) Make a Change	A change card is delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining our behaviour expectations.

	<p>The learner is supported and encouraged to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make sensible choices.</p> <p>Use the 30 second scripted intervention</p> <ol style="list-style-type: none"> Celebrate and point out the desired behaviour in classroom <i>'I can see by your listening body that you are ready to learn x. Thank you.'</i> Remind children of our Redfield Way Remind children they CAN: <i>'I saw you practising your spellings as soon as you came into class yesterday. You were ready to learn.'</i> State what needs to change <i>'You need to have your book out to show me you are ready for learning.'</i> Thank the child and give take up time <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p style="text-align: center; color: red; font-weight: bold;">My change card</p> <p style="font-size: small;">At the moment, I need support to show kind behaviour.</p>  </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p style="text-align: center; color: green; font-weight: bold;">My change card</p> <p style="font-size: small;">At the moment, I need support to be ready to learn.</p>  </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p style="text-align: center; color: blue; font-weight: bold;">My change card</p> <p style="font-size: small;">At the moment, I need support to show safe behaviour.</p>  </div> </div> <p>Learners can choose to use regulation station, use problem solving cards (independently) and/or calming techniques at this point</p>
<p>3) Partner Class teacher/Regulation Station</p> <p>* Calm greeting from the partner class teacher *</p> <p>(Short restorative conversation with the class teacher at a time that is appropriate based on the needs of the child)</p>	<p>Time (at teacher's discretion) in either partner class or regulation station (with time limit) in learning zone.</p> <p>It is purposeful time given to a child to calm down, pause, look at the situation from a different perspective and compose themselves, ready for a restorative conversation and welcome back into class.</p> <p>Short restorative conversation with the class teacher</p>

	<p>Problem solving cards used here to aid conversation</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid blue; border-radius: 15px; background-color: yellow; padding: 10px; text-align: center; width: 45%;">  <p>what happened?</p> </div> <div style="border: 1px solid green; border-radius: 15px; background-color: lightgreen; padding: 10px; text-align: center; width: 45%;">  <p>How were you feeling?</p> </div> <div style="border: 1px solid blue; border-radius: 15px; background-color: lightblue; padding: 10px; text-align: center; width: 45%;">  <p>How can we make it right?</p> </div> <div style="border: 1px solid pink; border-radius: 15px; background-color: lightpink; padding: 10px; text-align: center; width: 45%;">  <p>What can we do next time?</p> </div> </div> <p>If a child has an incident requiring support at stage 3 then the class teacher must inform parents/carers in person, phone call or via SeeSaw/Tapestry. This must be recorded on CPOMS.</p>
<p>4) Refer to SLT Or Zero behaviour</p> <p>Internal Seclusion</p>	<p>If behaviours persist following the implementation of the above steps then SLT will be informed using a walkie talkie.</p> <p>Two staff members will be on learning duty each day. In the case of zero behaviours a walkie talkie will be used to inform the member of SLT on Learning Duty. SLT will offer support, however if the member of SLT on learning duty is not able to respond due to being with another child then they will respond as soon as they can.</p> <p>In the event of a 'zero' behaviour a child will receive and internal seclusion for up to half a day and the following will be in place to support this:</p> <ul style="list-style-type: none"> - Child and parents to be told and given reason why (linked back to zero behaviour) - Teacher will consider an appropriate choice of seclusion class.

	<ul style="list-style-type: none"> - There will be a greeting from the class teacher and space for the child set up (where they will be having internal seclusion) - They will miss their playtime (a physical break will be offered at another time) - Appropriate learning will be given to the child which can be completed independently and will be celebrated by their class teacher on return to class.
Fixed Term Suspension	<p>*Refer to trust exclusion policy for further information*</p> <p>Suspensions are a last resort and only applied when behaviour is placing children and/or staff at risk of physical harm.</p> <p>Behaviour can escalate to this stage without the opportunity to go through the previous stages.</p> <p>In the event of a child with an additional need SEND/SEMH is suspended. The school expects the child will have had the support and full implementation of any plans and strategies which meets their needs.</p> <p>The school has a clear process in place to ensure parents/carers via a phone call in a timely manner regarding a Fixed Term Suspension and ensure that the child is supported to return to school successfully.</p> <p>Learning packs matched to the child's needs will always be sent home with a child on a FTS</p>
	<p>If a child has an incident requiring support at stage 3 then the class teacher must inform parents/carers in person, phone call or via SeeSaw/Tapestry. This must be recorded on CPOMS.</p> <p>If a child has three or more incidents in a week (or regular incidents) requiring support at stage 3 or above, this will require a teacher/SLT/SENDCo family meeting to revise support in place for individual children/family.</p> <p>Our guiding principles are to always try and be proactive in our approaches and avoid, at all costs, fixed term exclusions.</p>