



## Great Easton C of E VA Primary School

### A Quick Guide to Our Approach to Behaviour



#### Our School Vision:

*We are God's children and global citizens. We will be bold enough to use our voices, brave enough to evoke change in the world and strong enough to stand up for what is right. We are valued and are part of a Christian family that grows together in faith, love and kindness.*

*'Let all that you do be done in love'. (1 Corinthians 16:14)*

*Love of learning, life and living.*

*Associated values: Courage, Compassion, Forgiveness and Joy.*

## Purpose

Great Easton is committed to creating an environment where exemplary behaviour is at the heart of productive learning. 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 behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values, courage, compassion, forgiveness and joy, with a heavy emphasis on respect for each other, a partnership approach to managing behaviour using dynamic interventions that support staff and learners. The strength of our school family is built upon relationships. Consistency, and clear, calm adult behaviour must underpin this.

## Aims

- To promote a positive, calm and safe environment where all children can flourish.
- To build a community which values kindness, care, good humour, good temper and empathy for others.
- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster and value strong and healthy relationships. Recognising this as a skill for life.
- To establish a framework for staff which focuses on consistencies, high expectations and positive relationships.

Our approach to behaviour is built around the **Five Pillars of Pivotal Practice** based on the behaviour advisor Paul Dix:

1. Consistent calm adult behaviour
2. Relentless routines
3. First attention for best conduct
4. Scripting difficult conversations
5. Restorative follow up

See Appendix A for more details.

**Great Easton C of E VA Primary school's rule is:**

## **Be kind**

This can be applied to all areas of school life. For example:

*Being a kind friend - sharing equipment, taking turns, including others.*

*Being a kind learner - listening to others, focusing on the adults talking, following instructions, supporting other children who may find it tricky.*

*Having lovely manners, offering to help, helping where needed.*

### **1. Consistent calm adult behaviour:**

We expect every adult to:

1. Meet and greet children
2. Model positive behaviours and build relationships
3. Use positive recognition
4. Refer back to the school rule
5. Use scripts to support conversations
6. To use a calm voice and have conversations discreetly to preserve children's dignity

7. To restore the relationship with the learner, engage in reflective dialogues when having restorative conversations. Never raising their voice or shouting at children

We believe calm, consistent and kind adult behaviour is integral for successful behaviour management.

*'But why crush behaviours with punishment when you can grow them with love? Visible consistency and visible kindness allows exceptional behaviour to flourish.'* (p. 8 Paul Dix *'When the Adults Change Everything Changes'*.)

## **2. Relentless routines**

- Meet and greet children
- Notice and praise manners and consideration shown around school

## **3. First attention for best conduct**

- First attention to best conduct - using a class recognition board for immediate praise (no additional rewards) and recognising behaviour which is 'above and beyond' which could include a reward such as #hotchocfri
- Dojo and notes home for specific praise

## **4. Scripting difficult conversations**

- Using careful and scripted language to deliver consistent '30 second' interventions allows adults responses to be efficient and predictable. This creates a safe and calm place to learn.

## **5. Restorative follow up**

- A restorative conversation is more than a set of questions, it is an opportunity for open and honest reflection.

*'If we are striving to build a connected society where people look out for each other, then children need to leave school understanding the impact of their behaviour on others.'*  
P.125 (Paul Dix *'When the Adults Change Everything Changes'*.)

Restorative and inclusive approaches:

We have the following in place to support children:

- Restorative process
- Calm spaces around school - such as the reflection area with the chickens, our green spaces, The Cave and library
- A dedicated pastoral team, including mentors, a nurture group leader and counsellor
- Time with animals - horse riding or time with the school dogs and chickens
- Following the school breathe programme and yoga

Where appropriate parents will be made aware of behaviour to allow them to follow up at home should they wish to. Additional consequences may also be appropriate and will be discussed and agreed.

## Appendix A:

### Consistent, calm adult behaviour:

1. Meet and greet children - ask how they are, listen and respond.
2. Model our vision and values.
3. No shouting, visible kindness in all that we do and how we speak with children.
4. Calm and caring.

### Relentless routines:

Using 'give me 5' to gain attention in classes or assemblies (as well as other strategies)

Eyes on me

Fantastic walking - expectations in corridors and around school, walking, looking where you are going and holding doors open or being courteous.

### First attention for best conduct

Recognition boards (p.24) are used persistently and relentlessly to catch learners demonstrating can have a focus and is a collective strategy, we are one team, focusing on one learning behaviour and moving in one direction. No prize or material reward - at the end of the session/day the aim is to have every name on the board. The children's names cannot be removed.

Over and above/above and beyond board recognises children exceeding our school's vision and values. Note home, a positive 'wow' card will be sent home to parents to celebrate going above and beyond. Visitors to school will be asked to look for excellent behaviour and can send a note home. Effort - always striving for excellence.

### Scripting difficult conversations

I have noticed that you are...having trouble getting started, wandering around, playing with equipment)  
You are not showing our rule about being kind...  
You have chosen to...  
Because of that you need to...(refer to action supporting behaviour e.g. complete learning at another time, move to another learning space...)  
Do you remember when you (refer to previous positive behaviour)?  
That is who I need to see today. Thank you for listening.

### Restorative follow-up

What happened?  
What were you feeling/thinking at the time?  
What have you thought since?  
How did this make other people feel?  
Who has been affected and how?  
What should we do to put things right?  
If this happened how could you do things differently?