



Durand Primary School

Alianore Rd, Caldicot NP26 5DF

Relationships and Behaviour

Policy

Durand Primary School is committed to ensuring that all members of our school community feel valued and respected and have the right to reach their full potential in a safe, secure, caring and happy environment based upon a set of shared values. We are a hard working school that promotes an environment where everyone can live and work together in a supportive way.

Aims

The aim of our Relationship Policy is to promote good behaviour by leading children towards high self-esteem and self-discipline. We recognise that positive relationships are at the heart of all behaviours for all members of our school community. At Durand Primary School we aim to foster a positive approach to behaviour in our school. We have a clear set of rules, rewards and sanctions which are formulated with the children. Behaviour expectations are clear and opportunities are used to emotion coach children to enable self regulation.

Children learn most effectively when they are well motivated and praised for their achievements, and when parents are fully involved in, and supportive of, the strategies employed.

Specifically, we aim to:

- Provide rich and stimulating learning experiences to inspire 'Learning Together, Achieving Together'
- Support social and emotional development by building positive relationships through the curriculum and school values
- Use the 'emotion coaching' approach to provide consistent strategies to allow children to self regulate and take responsibility for their own learning and behaviour
- Develop a school ethos that meets the United Nations Rights of the Child framework

For our policy to be effective it must be fully understood and acted upon by all staff and applied consistently. It will be made explicit to staff, pupils, parents and governors and supported by a positive ethos in the school.

Values

A value is a principle that guides our thinking and behaviour.

Our Relationship policy is based around the following values and qualities which we consider to be of paramount importance and which we wish to cultivate in all members of the school (School Community Voice 2024):

Kindness, Respect, Curiosity, Ambition

We will promote our school values by fostering a supportive and inclusive environment where respect, kindness and excellence are demonstrated in daily interactions, assemblies, our curriculum and community engagement.

Rights of the Child

Article 2 - I have the right to protection against discrimination

Article 12 - I have the right to be listened to and taken seriously

Article 15 - I have the right to be with friends and join or set up clubs, unless this breaks the rights of others

Article 19 - I have the right to be protected from being hurt or badly treated

Article 28 - I have the right to an education

Article 29 - I have the right to an education which develops my personality and respect for others rights

Article 31 - I have the right to play and relax by doing things like sports, music and drama.

Staff Responsibilities

In order to achieve our aims for behaviour and discipline at Durand Primary all staff (teaching and non-teaching) shall:

- Be good role models by showing respect and kindness based on an appreciation of the values and beliefs that underpin the ethos of the school
- Listen and be listened to
- Use the 5 steps of Emotion Coaching by Dr John Gottman:
 - Step 1 - Be aware of your child's emotions
 - Step 2 - Recognise emotion as an opportunity for connection or teaching
 - Step 3 - Help your child verbally label emotions
 - Step 4 - Communicate empathy and understanding
 - Step 5 - Set limits and problem solve
- Offer a curriculum that enables all children to engage (taking into account individuals bespoke needs)
- Help children understand their rights and responsibilities as citizens of our society
- Raise the self esteem of children by praising effort and fostering a growth mindset attitude to learning
- Be alert to bullying, sexist behaviour and racial harassment and to act according to the school's bullying prevention policy
- Ensure that good behaviour/work is celebrated and a balance is maintained between positive behaviour management and consequences
- Communicate fully and clearly with parents

A checklist of essential actions has been devised by the SLT to promote good behaviour. It serves as a reminder and ensures consistency across the school.

Children's Responsibilities

Mutual concern, care, respect and forgiveness are at the heart of our dealings with behavioural matters.

We expect our children to:

- Accept responsibility for their actions and behaviour
- Be aware of and understand their rights and responsibilities
- Treat others as they would like to be treated
- Negotiate school, class, corridor, dining and playtime rules with staff
- Have care, consideration and respect for other children, adults and property
- Be co-operative, collaborative and sharing
- Live out the school's values
- Show independence and be responsible for everyday school routines
- Choose carefully the words that they use and actions that they take
- Value and celebrate their own and others' efforts

Parental Responsibilities

- Support the school with the rules, rewards and consequences
- Promote positive behaviour at home to ensure continuity between home and school
- Inform the school if there has been a change in either their child's home life or behaviour
- Initially contact the class teacher if they have concerns. If concerns remain, contact the Head Teacher, then if necessary the school governors
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

School Rules

Our intention is that our school rules are clear and memorable, we want them to be meaningful in all situations around school and underpin the high expectations we have of learning and behaviour. (Pupil Voice 2024)

- **Show respect: Care for everyone and everything at Durand Primary (Rights of the Child Articles 2, 12, 19)**
- **Be kind: Always use kind words and kind actions (Rights of the Child Articles 2, 19)**
- **Be curious: Respond and listen to others (Rights of the Child Article 12)**
- **Be ambitious: Use your best effort, always try your best (Rights of the Child Article 28 and 29)**

These rules are talked about regularly in whole school assemblies and in classes when appropriate and deemed necessary. Early in the Autumn Term each class works collaboratively to create a set of Classroom Rules or Class Charter. These are agreed by all class members and displayed in the classroom. They are regularly referred to and used to reinforce our School ethos and expectations.

Staff realise the importance of the positive reinforcement of good behaviour and reward children in a variety of ways.

Rewards

- ✓ Praise to individual from staff member
- ✓ Class Dojo
- ✓ Individual class rewards such as Stickers, stamps, stars, certificates, etc.
- ✓ Reward from Mrs Kilbourn or Mrs Gordon
- ✓ Positive messages to parents / carers
- ✓ Recognition of exceptional work can be celebrated beyond the school, using social media platforms.

The stages and possible progression of how an issue can be dealt with is outlined below. Obviously, incidents may occur whereby stages are omitted depending upon the seriousness of the incident.

Classroom Sanctions

Stages

1. Reminder of school rules
2. Verbal Warning with time to regulate behaviour
3. Focussed workstation or listening spot
4. Reflection Time – 5 minutes delayed play with Teacher during Break or Lunchtime
5. Further Reflection Time - 10 minutes during Break or Lunchtime to HT or DHT
6. Change of learning environment

7. Contact with parents via Class teacher
8. Sent to Headteacher (Deputy Headteacher)
9. Parents to meet with the Headteacher (Deputy Headteacher).

The above stages will support positive behaviour strategies in classrooms for most children, but we recognise that a rigid approach to the steps, a one size fits all approach is not effective and we need to consider the needs of individuals and adapt our approach as such. For some children who are displaying interesting emotional behaviours the school rules, rewards and consequences system may not be effective. Relational intervention such as the 5 Steps of Emotion Coaching, Thrive, ELSA and nurture provision, will provide time out for PRRR (protect, relate, regulate and reflect) to enable the child to re-engage with curriculum and learning. Ideas for self regulation through activity are in the appendices. School will provide safe spaces both indoors and outdoors.

Children who are consistently poorly behaved or who in the 'professional judgement' of SLT engage in behaviour considered to be serious enough will be considered in relation to a Pastoral Support Programme (PSP), Risk Reduction Plan and risk assessment. A daily record of behaviour and short, clear reward targets may be set and sent home.

Pastoral Support Programme

If a pupil has persistent behavioural problems it may be appropriate to implement a Pastoral Support Programme. The child will be referred to the Behaviour Support Service and a Pastoral Support Programme will be drawn up. The programme will identify causes of concern and what can reasonably be required of the pupil.

The involvement of parents is essential if a successful outcome is to be achieved.

The PSP will set targets, which are SMART (Specific, Measurable, Achievable, Realistic, Time limited).

Positive Handling

In line with LA guidelines all staff are trained in the Positive Handling strategies of the Team Teach approach and provided with regular refresher training as appropriate. This programme develops strategies and responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all. We use positive touch as a school so that we are able to physically guide, touch and comfort children. If we know of children who we may need to use the Team Teach strategies on, we will have a Risk Reduction Plan in place and agreed by all parties.

Essential actions to promote positive relationships in our school:

- All staff will greet pupils, smile and show warmth and recognition, recognising that this will help pupils to value themselves and others
- Praise good behaviour and reward effort
- Ensure all adults in the room know how to respond using the five steps of emotion coaching
- Know your pupils and understand their needs. School and learning cannot be a 'one size fits all' approach
- All staff will ensure pupils have time to talk, be listened to and will therefore build positive relationships with pupils

- Apply awards and sanctions with consistency, ensuring rewards outweigh sanctions
- This policy recognises that pupils learn best when they feel safe and supported.

This policy was updated by Mrs H Kilbourn September 2024

This policy was presented and accepted by the Governing Body November 2024

Signed (Chair person)

This policy will be reviewed every two years

Five Steps of Emotion Coaching

Dr. John Gottman

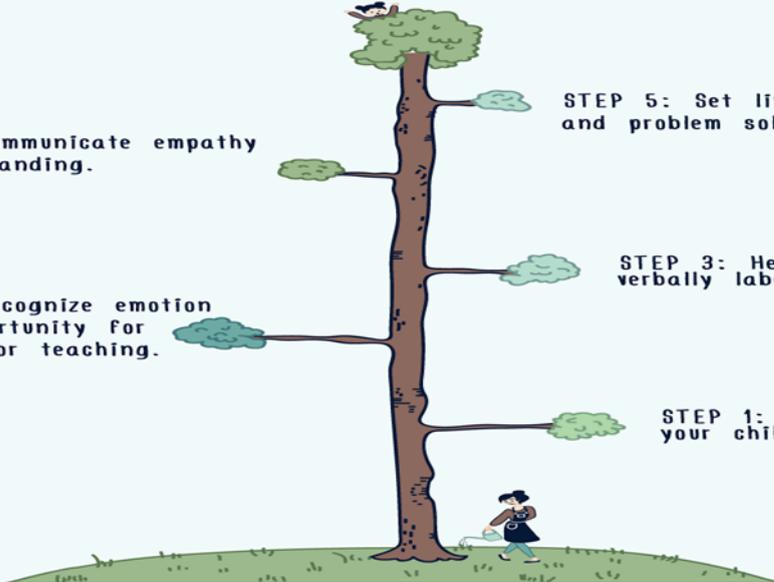
STEP 4: Communicate empathy and understanding.

STEP 2: Recognize emotion as an opportunity for connection or teaching.

STEP 5: Set limits and problem solve.

STEP 3: Help your child verbally label emotions.

STEP 1: Be aware of your child's emotions.



The Gottman Institute

IDEAS FOR SELF-REGULATION THROUGH ACTIVITY

Jumping – trampoline, star jumps, two-footed jump, jumping over things, jumping in and out; hopscotch

Skipping

Climbing

Sit and move cushion on chair

Shaking arms and legs (“shaking out the sillies”)

Stamping along to rhythmic songs

Stomping

Splashing in puddles

Pulling/pushing e.g. digging, raking

Carrying heavy objects (not too heavy, but enough for child to enjoy lifting something big!)

Bouncing on a large ball

Crab- walking

Kicking balls

Crawling – e.g. through tunnels or just crawling

Squeezing play-doh, clay

Using a stretchy band

Yoga poses e.g. cat, dog, pose of a child, tree pose

Activity with a purpose e.g. “can you run to the gate and back?” Use timer for extra challenge e.g. how many star jumps can you do in 30 seconds?



Labelling and validating feelings

Labelling

- “You seem angry to me”
- “I can see you’re feeling angry”
- “I can tell you are angry...”
- “The way you are feeling is making you angry”
- “You’re angry about...”
- “You look kind of angry...”

Empathising – validating

- “I’m sorry that happened to you, you must feel very”
- “I can see that you get angry when that happens/when I do do this”
- “I would feel angry if that happened to me”
- “I would feel angry too”
- “That would make me angry”
- “I understand why you are angry
- “It’s normal to feel angry about that”
- “It’s OK to feel angry about that”

Labelling <ul style="list-style-type: none">● Look for physical and verbal signs of the emotion being felt● Take on the C&YP perspective● Use words to reflect back the child’s emotion and help the child young person to label the emotion.	Empathising - validating <p>Affirm and empathise with the emotion, allow to calm down</p>
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Limit Setting (if needed)

Limit Setting (if possible try and use limits stated positively to help maintain the sense of calm) <ul style="list-style-type: none">“.....the rules are that we..... ”“...stay in the playground, the field is far away and I can’t see if you are ok”“...Take the ball outside if you want to play with it. Something might get broken if you play with it inside”“.....these are the rules that we have to follow”“..... doing that is not OK....”“.....you need to play in a friendly way. Make sure Max has a turn too”“.....Be sure to ask first before you borrow something from your friend.”
<ul style="list-style-type: none">● Separate Emotion from the Behaviour● Clarify what is an acceptable expression of emotion (i.e. behaviour) and what is not – set the limit● Allow to calm down

Problem Solving

3 parts – exploring, problematizing, solutions (or any other version of problem solving)

a. Exploring:

“How were you feeling when that happened?”

“What did it make you feel like?”

“Have you felt that way before?”

“What were you trying to achieve by.....”

- Exploring the feelings that give rise to the problem/behaviour/situation – be specific.
- C&YP might need to think about what they were trying to achieve with their behaviour, what did they want to stop or start

b. Problematising:

“Let’s think of what you could have done instead”

“Can you think of a different way to deal with your feelings?”

“I can help you to think of a different way to cope”

“Can you remember feeling this way before and what you did”

“Have you thought about doing this instead?”

- Identify alternative, more appropriate and more productive ways of expressing and/or managing feelings and behaviour/actions
- Empower the C&YP to recognise feelings, behaviour and take ownership/responsibility of actions and finding ways to self-regulate in the future.

c. Solutions

“Try and do this next time you feel like this”

“Let’s decide what you will do next time you feel like this”

“Do you think doing that would be more helpful for you and others?”

- Agreeing possible solutions – scaffolding suggestions where appropriate