


# *Brilliance, through Bowsland Best*

## **Behaviour and Relationships Policy**

### **(Adults and Pupils)**

<b>Author/Person Responsible</b>	DH
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<b>Chair of Governors Signature</b>	

## Behaviour and Relationships on Team Bowsland

On Team Bowsland, we are:



### Adult Behaviour

Listen to everyone, with no prejudice  
Be present and relentlessly bothered  
Speak calmly and supportively, with respect  
Be consistent  
Challenge each other

### Pillars of Practice

Be calm and consistent  
Praise the over and above  
Use relentless routines  
Use scripted interventions  
Follow up, repair and restore



## Visible Consistencies

1. **Good Morning Greeting** *Class teachers greet their pupils at the classroom door everyday*
2. **Brilliant Walking and Best Lines** *Three part routines*
3. **A Place for Everything and Everything in its Place** *organised, labelled and tidy.*

### Over and above

*Classroom, reset weekly*

- **Recognition Board**
- **Role Model:** Text home, on Friday
- **Star Learner:** Postcard by hand, Friday
- **Bowsland Brilliance:** Weekly nomination. Badge, Celebration in assembly, Time with a Leader, Postcard posted home, Twitter, Display

*Across school*

- **Shared and reinforced by others**
- Phone calls home
- Post card home
- Visitor recognition

### Private, Stepped Sanctions

*Numerous drive-by reminders have taken place before stepped sanctions.*

**Caution** linked to non negotiables

**Warning**

**Last Warning**

**Time Out** in another key stage or area, recorded on CPOMS

**Restorative Conversation** using 5 questions

### Micro-Script

**I've noticed that...You know that on Team Bowsland we are (Safe/Respectful/Ready to Learn). Can you remember when you.../I phoned home/...and how that made you feel? I expect you to....I know you can be brilliant...Brilliance, through Bowsland Best...Thank you for listening.**

### Restore and Repair

1. What happened?
  2. What were you thinking/feeling at the time?
  3. What have you thought since?
  4. How did this make other people feel?
  5. How could we do things differently next time?
- Deliberately try to catch child being positive ASAP afterwards*

## Behaviour Support Steps – adult behaviour guidance

	Application	Useful language
Reminder	<ul style="list-style-type: none"> <li><b>No set number of reminders.</b></li> <li>Delivered as privately as possible (don't make the poor behaviour the focus).</li> <li>Links back to the 3 school rules or the routine which isn't being followed.                             <ol style="list-style-type: none"> <li>Make a point of congratulating a pupil who is completing the action/ request correctly first and putting the focus on this correct behaviour.</li> <li>Check in with the child – Is there something they need? Something else on their mind that needs addressing? Offer help and support</li> <li>Remind of the school non-negotiable and be positive about child's ability to do this.</li> </ol> </li> <li><b>Distraction can work well for refusal behaviours at this point.</b></li> </ul>	<p>Could use non-verbal sign first – that is pre agreed with whole class (individual strategies would be part of a behaviour plan).</p> <p>"I'm very impressed by how well (another child) is doing with X. Thank you so much."</p> <p>"[NAME], are you okay...?"</p> <p>"I've noticed that..."</p> <p>"I can see you are struggling with X, how can I help?" "I wonder if..."</p> <p>"Do you remember that one of our rules is X? Thank you for now doing Y." "We need to show do x...we need to show Bowsland Brilliance"</p> <p>Walk away.</p>
Caution	<ul style="list-style-type: none"> <li><b>Only 1 caution given, as privately as possible.</b></li> <li>Again, draw attention to another child following the rule first and thank them (but don't make comparisons).</li> <li>Firmer, more assertive tone than the reminder (but not aggressive – nor overly passive).                             <ol style="list-style-type: none"> <li>Remind child of the rule or routine which is not being followed.</li> <li>Give choices, so that the child feels in control</li> <li>Explain the sanction which will be imposed if the routine, rule or instruction isn't now followed.</li> <li>Walk away so as not to get into a back and forth negotiation.</li> </ol> </li> </ul>	<p><b>10 second 'drive by':</b></p> <ol style="list-style-type: none"> <li>[NAME] you know X is one of our non-negotiables on Team Bowsland.</li> <li>I expect you to do X. You can Y or Z</li> <li>The <b>change to help you reflect on this behaviour if it continues</b> will be time out in a different classroom /If this behaviour continues you will need to have a time out in a different classroom.</li> </ol> <p>Walk away.</p>
Last Chance	<ul style="list-style-type: none"> <li><b>Only 1 last chance given.</b> This is the last chance before a change/sanction.</li> <li><b>Uses the 30 second scripted intervention – 5 steps, see language</b> <ol style="list-style-type: none"> <li>Be clear and specific about behaviour and Link it to non-negotiable</li> <li>Remind child that by showing this behaviour they are choosing to spend time in another class/have sanction</li> <li>Finish by reminding the child of when they did succeed in following this rule – try to be specific. Perhaps refer to recognition board/previous learning in a book or a space in the classroom where successes are celebrated.</li> <li>Give positive encouragement</li> <li>Tell child that you will talk about it at the end of the session.</li> <li>Walk away so as not to get into a back and forth negotiation.</li> </ol> </li> </ul> <p>Child needs to spend 2 minutes discussing the behaviours that led to this with you at the end of the lesson/ session <b>(even if the behaviours improve after this – it cannot be earned back).</b></p>	<p><b>30 second scripted intervention:</b></p> <ol style="list-style-type: none"> <li>"[NAME], I notice that you are... [Specify unwanted behaviour]." "It was the non-negotiable about being [Safe/ Respectful/ Ready to Learn] that you are not showing."</li> <li>"If it continues then you have chosen to spend some time in another class."</li> <li>"Do you remember last week when you [highlight example of the child succeeding in following the rule]? "That is who I need to see now [NAME]."</li> <li>"I know you can succeed." "I know you can be brilliant" "Remember, brilliance through Bowsland Best"</li> <li>"We will talk about this at the end of the session."</li> </ol> <p>Then walk away to give 'take up time' and to avoid getting into a negotiation or shifting of blame.</p>

## Brilliance, through Bowsland Best



<b>Time Out</b>	<ul style="list-style-type: none"> <li>• <b>Sent to another place in the class/ parallel classroom as appropriate for a specified time (Minutes = age or dependent on situation or issue) – with work.</b></li> <li>• If a child is deregulated it might be a walk with another adult or (older children) a trip to the water fountain to give some 'time out'. If it is playtime or PE then 5 minutes on a bench to allow thinking time.</li> <li>• Must be a 5+ minute repair at the next break about what happened and how it can be avoided in future.</li> </ul>	<p><b>Deliver request to move calmly and assertively:</b></p> <ol style="list-style-type: none"> <li>1. "[NAME] you have chosen to continue not to show our non – negotiable of being...</li> <li>2. "You now need to go to ... for ... minutes."</li> <li>3. "We will discuss this at the end of the session."</li> </ol> <p><b>Remember to send work and timer where appropriate eg younger children</b></p>
<b>Repair</b>	<ul style="list-style-type: none"> <li>• <b><u>Most important part of the process, to repair the relationship</u></b></li> <li>• Can either be an informal chat at break time walking in the playground (walk and talk); or a more formal restorative meeting</li> <li>• Must be carried out with the person who dealt with the behaviour and issued the sanctions.</li> <li>• Must listen to the child without emotion, in calm, consistent manner</li> <li>• After this, behaviour is dealt with and pupil receives a fresh start.</li> <li>• Record on CPOMS</li> </ul>	<p><b>Repair – 5 questions:</b></p> <ol style="list-style-type: none"> <li>1. <b>What happened?</b></li> <li>2. <b>What were you thinking/ feeling at the time?</b></li> <li>3. <b>What have you thought since?</b></li> <li>4. <b>How did this make other people feel?</b></li> <li>5. <b>How could we do things differently next time?</b></li> </ol> <p><b>Deliberately try to catch child being positive asap afterwards</b></p>

### For dangerous or severe behaviour (which you don't feel can be handled at a class teacher level):

<b>Calling for SLT</b>	<ul style="list-style-type: none"> <li>• Dangerous &amp; persistent behaviour may need the support of SLT: <ul style="list-style-type: none"> <li>○ Fighting</li> <li>○ 2<sup>nd</sup> Time out in the same session etc.</li> <li>○ Throwing furniture/ Breaking equipment</li> <li>○ Bullying</li> <li>○ Hate language</li> <li>○ Disruption which prevents the class from learning.</li> </ul> </li> <li>• <b>Most children demonstrating these behaviours will have an individual behaviour plan so please follow this in the first instance.</b></li> <li>• Restorative meeting to be held with SLT member, pupil and teacher.</li> <li>• Record on CPOMS and Parent to be informed</li> <li>• Further action considered by SLT</li> </ul>	<p><b>Where a member of the SLT is called:</b></p> <ul style="list-style-type: none"> <li>• Ask SLT member to come to the class (avoid the 'walk of shame' to the HT office).</li> <li>• Adult dealing with behaviour to speak to the child with the SLT member present to show that you still have authority.</li> <li>• The SLT member will reinforce the messages you have given.</li> <li>• Remain calm and assertive. Do not allow your emotional feelings to cloud the conversation.</li> </ul> <p><b>"I've asked a Senior Leader to join us because you have chosen to x"</b></p> <p><b>"We need to share with Y what has happened. The behaviour that Z has been showing is Y. To support them, we have..."</b></p>
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## Lunchtime Behaviour Management

Lunchtime staff are a valuable part of Team Bowsland and behaviour expectations are the same for adults and pupils at all times of the day.

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### Adult Behaviour

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### Pillars of Practice

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*LBS parents will actively pass responsibility to a colleague should an incident involve their child.*

### Visible Consistencies

#### Communication:

- **Stop** – gain pupil attention without using your voice, eg shaker, hand
- **Speak** - give clear instructions, 3 steps max
- **Action** – praise pupils who follow, remind pupils privately

**Brilliant Walking, Best Lines**

**Initiate PLAY** to promote positive interactions

### Over and above

Stickers

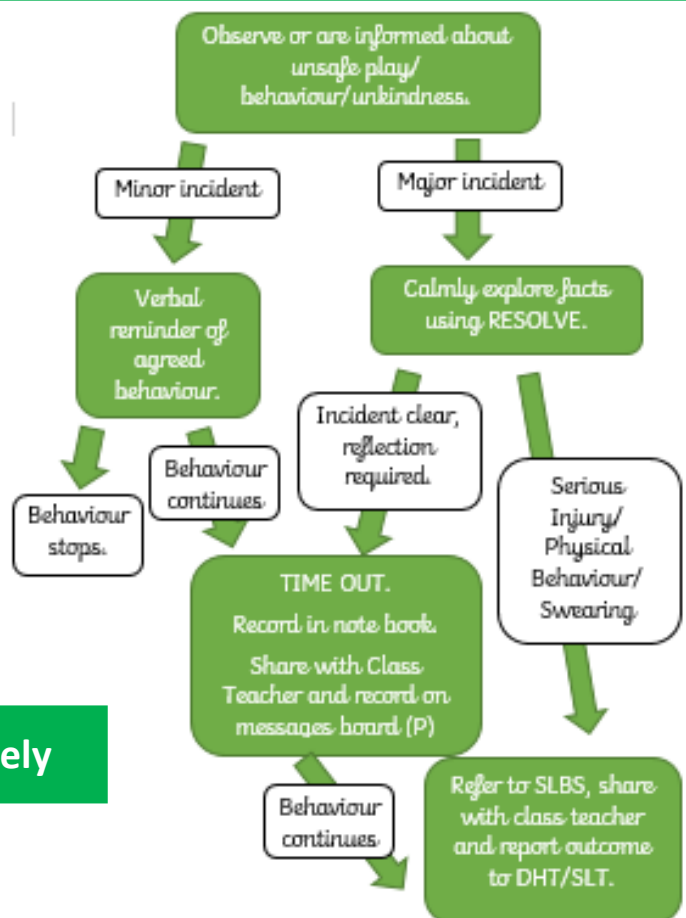
Postcard home

Feedback to class teachers/other adults

### RESOLVE: Conflict Resolution, privately

**R**ecognise the problem    **L**isten, taking turns  
**E**ngage pupils calmly    **V**oice Solutions  
**S**hare opinions (Pupils)    **E**nd agree solution and repair  
**O**pen and honest

### Communication



*Class teacher/KS Leader/DHT to record on CPOMS and communicate with parents as appropriate.*