



Eastlea Primary School

A relational approach to behaviour



Our school holds 3 values which are that at Eastlea we show kindness, respect and resilience. We want all children to feel that they belong, that they are happy and that they do their best. We are embedding a relational approach at Eastlea building on our Thrive approach where a child's ability to regulate and manage their emotions is key. For some pupils this will require additional support and a more bespoke approach.

Eastlea is recognised as a school which is embedding the THRIVE approach with 3 members of staff trained as Licensed Practitioners for THRIVE. THRIVE is a whole school approach to develop emotional resilience by supporting emotional and social development. All children will be supported using this approach as well as individual pupils receiving additional support. Our 'Haven' is used as a base to provide support to individuals or small groups of pupils who require additional support to help to develop an understanding of, manage and regulate their own emotions and in turn develop their learning behaviours. All staff are to use the THRIVE approach to meet the needs of all pupils and some specific additional input is provided within the Haven for pupils who require this based on the outcomes of class THRIVE screening. Individualised approaches are shared with all staff where required so that we have a consistent system to meet a child's emotional needs, including cared for children or those with additional needs who are potentially more vulnerable.

Promoting good behaviour amongst our pupils is a shared responsibility. We believe that learning happens best when there are strong relationships between our staff, pupils, within the learning spaces and beyond, with parents and carers and with our wider community. Everyone has a vital role to play. We expect each individual to respect others, their families, culture and beliefs, as part of the exceptionally high standards of behaviour that we have at Eastlea. Implementing the principles of Relational Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels a sense of belonging because they are listened to, valued and respected. We support children in developing the skills to maintain positive relationships and to resolve disagreements and problems themselves. It is our role to educate our children to understand how their behaviour affects and impacts on others. Children are respectfully supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching children that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate members of society who have the skills to avoid and resolve problems independently.

Aims

- To provide a clear, fair and consistent approach to behaviour based on relational principles and restorative practices
- To foster, nurture and value strong and healthy relationships recognising how these develop as children mature
- To build a safe and respectful school atmosphere where learning opportunities are maximised
- To provide all staff with the skills to equip children with strategies to manage their behaviour and to build positive relationships with others
- To ensure all pupils are treated fairly and with respect.
- To give individual pupils the support they need rather than treating all pupils in the same way
- To focus attention on the emotions behind a behaviour.
- To support pupils to regulate their own behaviour and to be responsible of any consequences
- To ensure that excellent behaviour is the expectation for all.

Eastlea Values

At Eastlea we show respect, kindness and resilience.

- **Respect:** is a positive feeling or action shown toward someone or something considered important, often involving admiration for their qualities or achievements, or simply showing regard and consideration for their rights, feelings, and boundaries. It is a fundamental social value that promotes trust, safety, and healthy relationships.
- **Kindness:** the quality of being friendly, generous, caring, and considerate, shown through actions or words that help others without expecting reward.
- **Resilience:** being able to bounce back from tough times (like a hard test or an argument/disagreement with a friend) and keep going, learning from challenges instead of giving up, like a rubber ball springing back up.

These values underpin all we do and are the foundation upon which we can develop **key learning behaviours**.

- be calm
- be curious,
- have a sense of achievement,
- be organised
- be determined
- be independent

Eastlea School Rules which underline our school values

- **Resilience:**
Always try your best
- **Respect:**
Speak to everyone calmly and politely
Look after all equipment and treat it with care
Follow all adult instructions first time
- **Kindness:**
Keep hands, feet and objects to yourself

Expectations of adults

Adult behaviour is key. Children's behaviour can be challenging at times, it challenges the adult. Through a consistent and calm approach adults will model the behaviours we want to develop in our pupils. By building safe and secure relationships pupils will develop ways to regulate their behaviour and their emotions. Adults will co regulate to show children how to self-regulate

“Co regulation is the process by which a caring adult provides the external support, modelling and structure necessary to help a child manage emotions and behaviour until able to do independently.” (Murry et al 2015)

We recognise that all adults must be consistent and supportive in order to help the children interact positively. We acknowledge that there will be times when pupils find it difficult to maintain the school rules (see below under Additional/Special Educational Needs)

Adults will

- Be calm, nurturing and caring
- Model respectful and supportive relationships
- Encourage all pupils
- Support pupils to learn
- Value all pupils
- Facilitate learning and engagement in school life
- Accept diversity
- Notice pupils positively
- Be consistent and fair
- Give individual children what they need
- Treat all pupils with warmth and respect
- Extend social skills, independence and responsibility during playtimes
- Develop an emotional vocabulary which will help pupils to recognise and understand both their own and others feelings. This will be further developed through the use of the THRIVE programme and the use of VRFs [Vital Relational Functions] (staff will aim to attune, validate, contain and regulate).

Pupils will

- Show kindness to others and to themselves.
- Show respect for others, to property, the environment and to themselves
- Show resilience to accept challenge and encourage others to do the same

Support for Parents/Carers

- Staff are approachable and seek to be available to talk to parents immediately should any negative behaviour be noted.
- If the matter cannot be resolved there is recourse to the Head Teacher and from there to the support services both educational and medical.

Support for Staff

- Behaviour expectations, strategies and procedures will be consistent throughout the school (at an age appropriate level)
- Opportunities to discuss strategies will be provided with reference to particular classes and individuals
- Local authority multi agencies are available for advice or additional support if required

Behaviour Management

We aim to:

- Praise and reward acceptable behaviour at every opportunity
- Maintain a ratio of 4 positive comments to every 1 negative
- Ensure that with incidents of unacceptable behaviour, the behaviour and not the child is criticised

Rewards

We firmly believe that praise is the most effective method of encouraging good behaviour. The following is a list of the rewards which we feel are age appropriate:

- Praise from class teacher
- Rocket Points
- Earning time for Golden time on Friday afternoon
- Stickers
- Special jobs and responsibilities
- Praise from Head Teacher
- Entry into the Golden Book
- Letters home for continued effort/conduct
- Golden Day activities and events
- 'Over and above' recognition monthly

N.B. A system to reward, encourage and monitor the behaviour of our Nursery children is in place. Age appropriate 'rules', expectations and possible sanctions are outlined in the welcome booklet for parents/carers of our youngest pupils.

Details of some Eastlea rewards

- **Rocket points** – all children are placed in one of five rocket groups (red, blue, yellow, green and orange). These are 'family' groups where brothers and sisters are together and contain pupils from Reception to Year 6 across the school. Each week children earn rocket points for good behaviour, positive attitude or good work. These are totalled each week and a visual running record is made of the progress of each group in the weekly celebration assembly. At the end of each half term the Rocket group which gets the most points chooses prizes from the Head Teacher's 'Special basket'.
- **Golden book** – this is filled in by teachers who pick a pupil each week who has been noticed for showing the school values, positive learning behaviours or going 'over and above'. The book is read out in the celebration assembly each week and the child wears a golden badge all week. A letter is sent home to parents explaining why the badge has been awarded and a copy of what has been written in the golden book is shared.
- **Letters home for continued effort/conduct** – in addition to the golden book letters, parents of pupils who have remained in light green every day for a half term will receive a letter from the Head Teacher.
- **Notes / message sent home by class based staff** – if a child demonstrates positive or praiseworthy behaviour then a member of staff may send a note or message home to share the good news with parents/carers
- **Commendation letters** – Three pupils are chosen each term by their class teacher in recognition of their positive attitude, development in learning behaviours, representation of school values, going 'over and above' for attainment.
- **Golden Day activities** – the school will plan a visit or activity as a reward for positive behaviour over a half term.

Sanctions

- A 'look' from class teacher/ non-verbal signal
- Reminder of the Eastlea values
- Verbal caution
- Progress through the traffic light system – moving from light green to amber or red if required.
 - Entry into the 'red' traffic light results in time to discuss the incident/more appropriate strategies or responses with the class teacher/trusted adult. Pupils

are encouraged to consider how they can 'get back on track' in the green traffic light.

- If a pupil goes into 'red' then the Head Teacher and parents will be informed. Parents/carers will be informed after each 'red' in a half term explaining that if 3 'reds' are reached then the child will not attend Golden Day. If a child is in the 'amber' 2 times in a half term for the same 'offence' then this will be converted into one 'red'
- If a case of bullying behaviour is identified, parents of both the child being bullied and the child[ren] exhibiting the bullying behaviour will be informed.
- Suspension from school. This sanction is rare and will be considered on a case-by-case basis either for repeated or one-off incidents. For example it may be applied in circumstances where a pupil is a danger to him/herself or others, displays threatening/aggressive behaviour, persistently disrupts the teaching of other pupils or displays harmful sexual behaviour.
- Permanent exclusion

Additional/Special Educational Needs – a bespoke approach

If a pupil's behaviour is consistently concerning, the parents will be invited to discuss the reasons behind this and provide consent for supportive strategies which may help:

- Designing a short-term individual behaviour reward system for that child based on agreed targets
- Providing additional individual THRIVE based approaches through the implementation of THRIVE action plans which will be monitored half termly
- Adding the child to the Special Needs Register and seeking expert advice
- Contacting appropriate support agencies for vulnerable pupils
- Designing a safety plan to support children who are at risk of harm or have harmed

Behaviour at lunchtimes

Midday Supervisory Assistants will supervise the children at lunchtimes. The school values will be shown by all adults and pupils.

Specific Lunchtime Rewards

- Rocket points
- Stickers for good behaviour and trying something new.
- Special jobs and responsibilities – this may involve helping out with the younger pupils, leading playground games/activities, clearing the tables and chairs (under supervision) etc.