

Greenfields Community School



POSITIVE RELATIONSHIPS POLICY

GREENFIELDS COMMUNITY SCHOOL

POSITIVE RELATIONSHIPS POLICY

Greenfields Community School is committed to creating an environment where positive behaviour is at the heart of everything we do. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

AIMS

- Promote a calm, purposeful and happy atmosphere within school where positive attitudes and behaviour are advocated.
- Increase the children's independence and self-discipline so that each child learns to accept responsibility for their own behaviour, understanding what is appropriate and inappropriate behaviour.
- Support our children to develop high self-esteem and to co-operate with each other and with adults in school and the wider school community.
- Teach appropriate behaviour through positive interventions

For all members of the school recognise the importance of relationships and aim to behave positively

THE SCHOOL EXPECTATIONS

- We will look after each other and our school
- We will listen and do what we are asked first time and every time
 - We will be polite and kind and use good words
 - We will keep our hands and feet to ourselves
 - We will walk sensibly and quietly around school
 - We will be the best that we can be

These expectations apply at all times of the school day – in class, assembly, playtime, dinnertime and home time – and with everybody working in school – children, teachers, parents, visitors and Mid-day Supervisors.

Our expectations are consolidated into the Golden Threads that run through the school :

- Be kind
- Be curious
- Be your best

THE GREENFIELDS LEARNING PROJECT

Greenfields is also very proud to have the Greenfields Learning Project which identifies the learning behaviours that we are developing in the children.



GREENFIELDS COMMUNITY SCHOOL REWARDS

1. Recognition Board

At Greenfields, every classroom has a recognition board. Adults working with the children will put pupil's names onto the board during lesson time when the member of staff wishes to recognise positive behaviour demonstrated by the pupil. Sometimes, this might be linked to a further reward and we leave this to the teacher's discretion.

The purpose of the recognition board is to recognise positive behaviour, linked to our school's values and Learning Project aims. At Greenfields, we use recognition boards to inspire, encourage and motivate children in line with our whole school expectations.



2. Headteacher certificates in Celebration Assembly.



3. Marble jars for whole class treat



50 marbles = Class Treat!

Other rewards used by all staff may include...

- Stickers
- Verbal praise. non-verbal praise – thumbs up
- Note of praise/Greenfields Postcards to be sent home
- Positive comments in home-school reading book
 - Weekly 'Good News' phone call/e-mail home
 - SeeSaw comment from teacher
- Informing parents their child has been in 'Celebration'

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we recognise that it may be necessary to employ a graduated response to behaviours that do not follow the school rules, to ensure a positive and safe learning environment.

Steps for implementing when behaviour is challenging

There are times when behaviour can be challenging and we use our guided response.

Restorative Approaches

	Steps	Actions
1	Reminder	A reminder of the school rules, delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2	Caution	A clear verbal caution delivered private, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.'
3	Last Chance	Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention. 'Stay behind two minutes after class' to this step. That two minutes is owed when the child reaches this step, it is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.
4	Time Out	Time out might be a short time outside the room, on the thinking spot, in another classroom or at the side of the field of play. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
5	Repair	This might be a quick chat at breaktime, on the playground or a more formal restorative meeting.

Restorative Approaches

During Restorative Conversations with pupils, we aim to:

- Actively listen and encourage the person to talk by asking open questions, supporting, summarising.
 - Be empathetic (listen for thoughts, feelings, experiences, behaviours).
 - Use a 'solution' rather than a 'blame' approach.
- Have discussions in a suitable location, involving those who were involved.
 - Be firm but fair.
- Be aware of our body language, tone and facial expressions.

Restorative Conversations questions

- What happened?
 - What were you thinking?
 - What were you feeling?
 - Who else has been affected by this?
- What do you need now so that the harm can be repaired?

All staff have been trained in emotion coaching and restorative conversations.

In cases of more serious behaviour (e.g.: bullying, refusal to work, fighting, swearing etc.), senior staff will be involved and a **Red Card** will automatically be given to the child to take home to let the parents know about the incident.

Once the Red Card has been given and the playtime missed, the child then has the opportunity to start afresh.

ANTI-BULLYING

Greenfields is also committed to stamping out bullying and cyber-bullying.

We do not tolerate any instance of bullying at school.

The anti-bullying policy is reviewed every year during Anti-Bullying Week in Autumn and is available on the school website:

www.greenfields.nottingham.sch.uk