



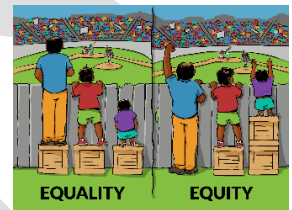
Two Rivers Relational Behaviour Policy

Bishops Tawton and Langtree are schools that respect each member of their communities as unique individuals. We create a happy, safe, caring, stimulating and inclusive environment for all. We believe that positive behaviour supports good learning. We encourage all children to be responsible for their own behaviour and to have the desire to achieve their best.

We are Thrive schools and use this approach to support all children's emotional and social learning. Every child is entitled to learn in a secure and safe environment. Our approach encourages and teaches children to face new challenges, become more independent and to believe in their own abilities.

Key principles

- Being 'fair' is not about everyone getting the same, but about everyone getting what they need (equity).
- All behaviour is a form of communication.
- Adapted environments and curriculums meet the needs of the children in our care (OAIP).
- Putting relationships first - creates a positive culture and climate for all.
- Maintaining clear boundaries and high expectations for behaviour - provides a safe and secure setting for all.
- Parental engagement and support is encouraged.



The use of rewards and consequences

- All classes produce an annual class charter which all children contribute to.
- Schools have a core set of expectations which are displayed in every classroom to encourage respect, safety and readiness to learn.
- There are opportunities to earn treat times for demonstrating learning powers.
- A relational support plan and/or a behaviour care plan can be used to support individuals who may need additional support.
- Consequences for behaviours often happen naturally and are not decided or imposed by an adult. This enables the child to understand the cause and effect of their behaviour and to learn from their mistakes. This is often supported by an adult to ensure clarity in understanding. For example, "If you throw your food across the dinner hall, it will be on the floor and you won't be able to eat it. Someone could slip on it."
- There may be a need for a logical consequence and this is shared in a calm manner, not in anger, by an adult. For example, "Are you being safe in PE? You need to be safe to join in."
- Restorative conversations will be used to enable children to reflect on their behaviour and move forwards. This will involve spending time with a member of staff to support/lead the conversation.

- The time of day to hold this will be at the discretion of the teachers or Senior Leadership Team and due to teaching commitments may be held at playtime or lunchtime. It may include informing parents via a telephone call or email about what has happened.
- Resources such as social stories and comic strip conversations may be used to support reflective and restorative conversations.
- On rare occasions a fixed term exclusion may be deemed necessary. These decisions are made by the Executive Head Teacher, the Head of School or Inclusion Lead once an investigation has been made and parents will be informed in writing.
- We value the importance of home/school links and encourage parental engagement by offering many opportunities throughout the year, including Open Days, parent consultations and special events.

Roles and Responsibilities

Pupils	<p>Speak to the class teacher or a trusted adult if there are worries about behaviours.</p> <p>Identify the expectations for their classroom (class charter) and school.</p> <p>Demonstrate positive learning behaviours in school and when out on trips and visits.</p>
Class teachers / SLT/ SENCO & Inclusion lead/ Support Staff	<p>Implement the policy consistently across the whole school.</p> <p>Model positive relationships.</p> <p>Provide a personalised approach to individual behavioural needs.</p> <p>Liaise with parents/carers as appropriate, communicating in a polite and courteous way.</p> <p>Work collaboratively with outside agencies and families as needed.</p>
Head of School	<p>Ensure the school environment promotes strong relationships between staff, pupils, parents/carers.</p> <p>Create a positive school climate, fostering connection, inclusion, respect and values for all members of the school community.</p> <p>Support staff training and performance management.</p>
Executive Head	<p>Support the positive school climate, fostering connection, inclusion, respect and values for all members of the school community.</p> <p>Review the policy alongside the Governing Body.</p> <p>Fixed term exclusions as appropriate alongside consultation with pupils, families, staff and governors.</p> <p>Support transition to any alternative education provision</p>
Governors	<p>Review the policy alongside the Executive Head.</p> <p>Consult on fixed term exclusions.</p>
Parents	<p>Work supportively with the school for the benefit of the pupils.</p> <p>Inform the school of any changes of circumstances that could affect their child/ren's behaviour.</p> <p>Communicate any initial concerns with the class teacher.</p> <p>Arrange a meeting to discuss concerns further (if they feel a resolution has not been achieved for their child/ren).</p> <p>Communicate with staff members in a polite and courteous way.</p>