



Crathie Primary School

Behaviour & Relationships

Policy and Guidance



Introduction

Our 3 rules:

Ready (for learning)

Responsible (for ourselves, each other, the school & the wider world)

Safe (for all)

We have found that 3 rules are enough for everyone to remember and we can fit most behaviours into one of these categories. The rules should be spoken about regularly and children should be made aware of which rule they may be abiding by or breaking.

We have high expectations for our children, however, if they are not showing appropriate behaviour the following steps can be taken:

- Notice good behaviour first (“I can see ... is listening well.”)
- Remind pupil of which rule they should follow (“Remember, at Crathie we show we are ready to learn by looking at and listening to the teacher.”)
- Remind pupil of when you have witnessed them following the rule correctly (“Remember last week when you were the only one who knew the answer because you had been listening so well.”)
- Use restorative conversations to discuss the behaviour with the pupil/s, this may need to be held during a break. See the reverse of this policy for an example of a Restorative Conversation.
- Discuss possible consequences for the behaviour (an apology, miss break, miss Club Crathie time etc.)
- Inform HT of behaviour
- Inform parent of behaviour (with HT permission)
- Hold a meeting with parents, teacher & HT to discuss behaviour.

Any major behaviour incidents should be noted in Pastoral Notes in SEEMIS

Further Reading:

“When the Adult Changes, Everything Changes” by Paul Dix

“Running the Room” by Tom Bennett



Crathie Rules - **Ready, Responsible, Safe**

Restorative Conversations (choose 2 or 3)

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Only use the restorative conversation when child (& adult) is calm.

Remind child of our rules.

Remind child of previous good behaviour.

The Five Pillars of Pivotal Practice

Consistent, calm adult behaviour – consistency, adult behaviour, emotional control, teacher expectations

First attention to best conduct – rewards, recognition, praise, motivation, engagement

Relentless routines – rules, routines, follow-up, teacher habits, non-verbal cues,

Scripting difficult interventions – de-escalation, disruption, delivering sanctions, confrontation

(I noticed you are

It was the rule about... that you broke.)

Restorative conversations – restorative practice, structuring sanctions, working with the most troubled, developing relationships

Appendix 1 -



Reviewed by	Details	Date
L. Field	Document Reviewed	December 2022

Revision	Details	Date
2.	Reformatting of document	April 2023



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