

Relationships and Behaviour Strategy

Believe, Aspire, Excel

HAGGONFIELDS' WAY



Haggonfields

Introduction

At Haggonfields we teach a Relationships and Behaviour Strategy that sets out expectations for pupils to follow through the learning day and beyond. We want to support our pupils to have a 'toolbox' of deep rooted principles that allows all to be responsible and respectable citizens.

School Vision

Haggonfields Primary School Vision

Believe Aspire Excel

At Haggonfields Primary School we aim to ensure that all of our children become confident, independent learners with an enthusiasm for acquiring knowledge. Children are supported to develop and maintain positive relationships and to respect and value both themselves and others. We deliver an exciting and innovative curriculum that engages and develops the whole person. We ensure that the curriculum and resources are flexible, adaptable and relevant for the needs of all learners in an evolving world and encourages individuals' interests and aptitudes to flourish.

Believe in yourself, everything is possible.

Aspire to be the best you can be.

Excel in all that you do.

Teaching the Relationships and Behaviour Strategy (see also Relationships and Behaviour Policy)

At Haggonfields we teach English and Maths discretely and a wider Knowledge Curriculum. This learning embeds the Relationships and Behaviour Strategy. Pupils learn the expectations of the strategy throughout their journey at Haggonfields so that it becomes embedded. At the start of each term, the Relationships and Behaviour Strategy is revisited with pupils and reference is made to expectations on a daily basis.

As with all teaching regular reviewing is essential to embedding. The principles of daily, weekly, monthly review are taken from Tom Sherrington's interpretation of Rosenshine's 'Principles of Instruction' (Sherrington's Strand 1 - Reviewing Material). Teachers will also model and scaffold these behaviours (Sherrington's Strand 3 - Sequencing concepts and modelling) ensuring pupils have many opportunities to practise.

Expectations will be explicit and positive reinforcement to support a culture of success. This is in line with the school's staff use of PACE training in practice

PACE stands for:

Playfulness

Use a light-hearted, reassuring tone - similar to parent-infant interactions - to create an atmosphere of safety and reassurance where no one feels judged, and your child can cope with positive feelings.

Acceptance

Acceptance is about actively communicating that you accept the feelings, thoughts and internal struggles underneath the child's outward behaviour. It is not about accepting the behaviour but helping teach the child not to feel ashamed of their inner turmoil.

Curiosity

Curiosity, without judgement, is how we help children become aware of their inner life. It's about wondering out loud without necessarily expecting an answer in return. Phrases like "I wonder if..." will help the child to name their thoughts and emotions.

Empathy

Feeling a child's sadness or distress and being emotionally available to them during times of difficulty shows the child that they are not alone and that the adult is strong enough to support them.

Strategy Content

Rewards and sanctions are decided taking pupil's staff and SLT voice into consideration;
We do not have class charters, individual class rules or individual behaviour systems.
There are three strands of relationships and behaviour at Haggonfields:

These are to

- **Be ready to learn**
- **Be respectful**
- **Be responsible**

Know the three strands –



These strands of respectfulness, responsibility and readiness are modelled in the way that all:

- **Show attention to learning**
- **Behave in shared times and areas of school**
- **Relationships outside the classroom**



Attention to learning

Group sitting routine

- ✓ Know that when sitting on the carpet sit in a designated carpet space
- ✓ Know that we use the **Five L's of listening** when sitting on the carpet in Early Years and KS1 in class.
- ✓ Know that we use the **Five L's of listening** when sitting in assembly

This means that we have:

- . Eyes Looking
 - . Lips together
 - . Ears Listening
 - . Legs crossed
 - . Hands on Laps
- ✓ Know that we all use the **Five L's of listening** to ensure everybody is able to learn without distractions.

Five L's of listening



During class/group input

- ✓ Know to be dedicated to listening while teaching is going on.
- ✓ Know that it is important to speak loudly in full sentences and clearly sharing answers so that everyone can hear.
- ✓ Know to wait your turn and not to interrupt others.
- ✓ Know if you disagree, talk to others in a polite and respectful manner.
- ✓ Know to sit with four chair legs on the floor.
- ✓ Know to always sit up straight and to track the speaker



Learning time

- ✓ Know where you sit in class during lessons with four chair legs on the floor.
- ✓ Know the ways in which to gain support for learning; working wall, scaffolds, concrete materials, knowledge organisers.
- ✓ Know that when you require support from an adult you raise your hand and wait quietly unless the teacher has indicated otherwise.
- ✓ Know to respect people's space and take care of all equipment; own, shared, others.
- ✓ Know the routine for handing out and collecting exercise books in the classroom.
- ✓ Know that you should only go to the toilet at playtime or lunchtime unless agreed exceptions with the teacher during lessons.

Completing work in books

- ✓ Know that handwriting follows the 'letter join' style taught in school.
- ✓ Know that each piece of work needs a header.
- ✓ Know that handwriting is in pencil or school pen
- ✓ Know how to underline titles using a ruler.
- ✓ Know how to correct mistakes by drawing a straight line through your work (that the use of rubbers is not required).
- ✓ Know to use 'one square, one digit' when writing in maths books.



Date:	Independent <input type="checkbox"/>	Supported <input type="checkbox"/>	Group <input type="checkbox"/>
LO: To be able to divide 2 and 3 digit numbers ★ I know ★ I know ★ I know		Feedback 	Presentation 
Targets – linked to Maths Target Book Year 1 – 17(calculate) Year 2 – 18 Year 3 – 12,14 Year 4 - 16			

Shared times and areas of school

Walking in school

- ✓ Know to use walking feet in and around school
- ✓ Know if walking as a class/group walk in a straight line without talking at a steady pace.
- ✓ Know the order that you always line up in, knowing who you stand in front of and who is behind you.
- ✓ Know that you should line up without leaning against the walls while moving around school.
- ✓ Know that you should let any waiting adults through a doorway before walking through yourself.
- ✓ Know that you should say 'Good morning/afternoon 'Miss Smith' ' to adults if spoken to.
- ✓ Know that it is important to respond by thanking people for what they have done for you.
- ✓ Know to say 'excuse me' if someone is in their way

Manners

- ✓ Know that it is important to have good manners so that people act politely back to you
- ✓ Know that we use the Five L's of listening when sitting in assembly
This means; Eyes Looking, Lips together, Ears Listening, Legs crossed, Hands on Laps
- ✓ Know to knock on the door if entering an office or different classroom; wait to be invited in.
- ✓ Know not to interrupt others conversation.
- ✓ Know not to walk between others who are having a conversation.
- ✓ Know to speak to others when near (not to shout down the corridor or across a room).

Respecting property

- ✓ Know to use shared areas of school with respect, displays are to be interacted with but resources replaced.
- ✓ Know to take care of the environments in rooms that are not own classrooms; library, STEM, art, food, rooms and hall.
- ✓ Know to respect the toilets and leave in a clean way for the next user.



Beginning and end of the day routine

Beginning:

- ✓ Know to arrive at school by 8.40am
- ✓ Know to line up in line order when the school bell is rung
- ✓ Know to enter school in the class line.
- ✓ Know to hang belongings up, take reading book and planner out of bag and collect morning toast.

End:

- ✓ Know to stay in a straight line while walking to the collection point in the hall or KS1 gate.
- ✓ Know to leave school after the teacher has checked that the correct adult has arrived.
- ✓ Know if walking home independently in year 6 then wait for the teacher to allow exit.



Relationships outside the classroom

Playtime Behaviour

- ✓ Know that you must walk from your classroom to the playground.
- ✓ Know that you must play safely without hurting anyone.
- ✓ Know that we do not 'play fight' because we may hurt someone by accident.
- ✓ Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
- ✓ Know that, when the first whistle blows you must stop immediately. On the second whistle replace play equipment and line up in your lining up order quickly.

Lunchtime

- ✓ Know that you must walk from your classroom to the hall in line order.
- ✓ Know where you sit in the dinner hall during lunchtime.
- ✓ Know to speak to the lunchtime staff in a respectful manner.
- ✓ Know that you should use a quiet voice in the dinner hall speaking only to those who are sat near you on the same table.
- ✓ Know that you should always try to use a knife and fork correctly (younger pupils will be supported)
- ✓ Know that you should finish what you are eating before leaving your seat.
- ✓ Know that 'good manners' means saying 'please' when you ask for something and 'thank you' when you receive it.

Behaviour outside school

- ✓ Know that at all times you are representing the school community and must always behave responsibly and respectfully.
- ✓ Know that you should be considerate of other people arriving and leaving school.
- ✓ Know that being considerate means thinking about other people's needs, wishes and feelings.

Relationships with peers

- ✓ Know that lunch and break times are times when relationships with peers need to be regulated.
- ✓ Know that bullying is:
 - Hurting someone else on purpose
 - Repetitive – it happens again and again
 - Can be physical, verbal, and emotional
- ✓ Know that bullying can be indirect. This means:
 - Leaving people out of groups or games
 - Talking about someone behind their back
 - Standing by and watching someone get bullied without letting an adult know
- ✓ Know that if you think you are being bullied you should tell an adult.
- ✓ Know that if you think someone is being bullied you should tell an adult.
- ✓ Know that bullying is unacceptable and that it will be dealt with seriously by all adults at Haggonfields.
- ✓ Know who your trusted adults are who you are able to speak to.



The Relationships and Behaviour Strategy will support all pupils at Haggonfields Primary to:

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