

St. James' C of E Primary School

Relationships Policy

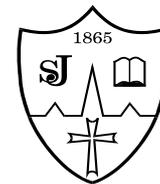
St James' C of E Primary School

Relationship Development Policy – supporting behaviour through a restorative and reflective approach

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Introduction

'Inspiring and Growing for Fullness of Life' is the vision that underpins all that we strive to do at St. James' C of E Primary School; it is embedded within our ethos and philosophy shaping our spiritual growth. Developing, supporting and nurturing children to fulfil this vision is integral to all we do.

St James' C of E Primary School provides the highest quality education within the context of caring Christian beliefs and practices; in partnership with St Philip and St James Church. St James is a creative, nurturing and inclusive community, shaped by our vision for spiritual growth and our Christian values. Children of any faith or none, are given the opportunity to develop their own spirituality; valuing wisdom, growing in hope, showing respect and exploring big questions.

We strongly believe that in order for children to grow, they need to be taught the importance of choosing responsible behaviours and recognise the impact that this has on themselves and others. To do this they need to be equipped with an understanding of the school's core Christian values and the school's three simple rules and how these relate to situations.

It is our aim that children leave our school being able to do the following:

- **Self-management – managing own emotions**
- **Self-awareness – recognising own emotions**
- **Social-awareness – having understanding and empathy for others**
- **Relationship skills – managing conflict and forming positive relationships**
- **Decision making skills – making good decisions and choices**

This policy outlines the principles and strategies implemented in school to ensure that all children are aware of what is expected of them to ensure that they flourish as human beings. Our policy is based on POSITIVE support and most importantly developing the understanding that children need to be able to communicate their feelings in a constructive way and take responsibility for their actions and understand that there are natural consequences.

Aims

To ensure that the strategies outlined in this policy are effective, it is important that all working/attending our school adhere to the following principles:

- To provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy in line with this policy. Everyone has an equal voice and is respected.
- To collectively support the school values and maintain positive attitudes as well as the importance of knowledge and skills and refer to these values when talking about behaviour.

- To keep to the legal framework and school guidelines, requiring these to be applied consistently.
- To work in partnership with pupil's parents. Parents should be regularly informed about their child's behaviour by the class teacher so that we can share positive comments about behaviour and also work with parents to address any recurring behaviours, attempting to support the child/family in problem solving.
- To aim for high levels of talk, collaboration and thinking in all that we do.

Our Rules

Our rules are simple and easy for the children to remember; they transcend all that we do and are used to support and explain the importance of positive behaviour. Children are reminded regularly of the rules as they form part of our daily dialogue. They are also displayed around our school.

- **Be Ready**
- **Be Respectful**
- **Be Safe**

Legal Framework

The school follows the guidelines set out in the following documents and policy:

Education Act 2002

Education (Pupil Exclusions and Appeals) Regulations 2002

Behaviour and Discipline in Schools. DfE Statutory Guidance 2011

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Our school values and vision

All aspects of behaviour management are linked to our Christian values. Our values and vision were drawn up in consultation with children, staff and other members of our school community. We have also condensed these into our three school rules which are easy for the children to remember when they feel angry or upset.

Value	Vision
Friendship	We show care, courtesy and consideration towards others at all times
Respect	We treat others as we would want to be treated and take care of property and the environment
Courage	We try our hardest and we are brave even when we find things difficult
Trust	We can be relied upon to carry out all tasks properly and to support one another
Honesty	We always tell the truth
Co-operation	We share and co-operate with others in learning and play
Perseverance	We keep trying our hardest even when things are difficult
Humility	We are willing to take advice and always help others
Love	We all matter
Responsibility	We are responsible for one another as well as ourselves
Forgiveness	We learn from everything
Generosity	We willingly give our time and talents to help others
<p>Our School Values Led Rules</p> <p>READY</p> <p>We are ready to learn</p> <p>RESPECTFUL</p> <p>We show respect to all that God created including ourselves</p> <p>SAFE</p> <p>We are all safe</p>	

Praise

We aim to praise for growth. This means that we give children feedback by describing or acknowledging what they have done specifically and/or describing how it makes them feel. We praise them for what they have accomplished through our values, practice and study. We ask them about their work in a way that admires and appreciates their efforts and choices; we talk about the impact of learning on all of us and we talk about feelings. We do not offer praise that 'judges' their intelligence or talent or implies we are proud of them because of their intelligence or talent or sets out to control their behaviour. We support growth mindset theory- intelligence and talent just do not exist as hard and fast items- they are elastic and can grow and change as they grow and change. We try not to talk about or think about children in a way that puts a ceiling on our aspirations for them or their life chances.

Our intention is that children feel rewarded by their personal efforts and achievements rather than extrinsic rewards, particularly as the children move through the school towards Key Stage 3. However, we will continue to nurture and develop children through class based rewards that acknowledge the abilities of all children and the differences that exist (we differentiate in approach, teaching and expectation for both their learning and behaviour needs)

Rewards are as follows:

Team Points - House Reward System

Children work towards collection of house points for their work, attitude and behaviour. These are collected by house captains and shared in our Friday worship. There is no external reward and points can be given for demonstrating any of our values or positive attitudes and approaches. This supports the strength in working together.

Values Award

Children are selected through secret voting, for demonstrating the schools' values during the term. They are presented with a special 'Values' certificate in the whole school Celebration Worship, the special part of this is the voice of the child with comments from their peers selected and written on their certificate.

Star Awards

Handed out during the Celebration Worship each week to two children via a random selection process, recognising something that the child has achieved well, completed, or a value they have demonstrated that week. Children are able to add comments to these awards.

Class rewards

Children receive rewards linked to their approach to behaviour and attitude to school life and learning; even those with large milestones to tackle. Class rewards are many and varied and are developed and used by individuals to make them unique. They could include: sitting in the teacher's chair, stickers, certificates, notes home, postcards, a verbal 'well done', comments to the parents, lottery tickets, warm and fuzzies and even a dance with Mr Chilli the giant cuddly chilli. Their uniqueness makes them fun and interesting and highlights differences in all of us, including staff.

Golden Time/Secret Cinema

Year 1 -2 have golden time once a week which is time to play together and develop meaningful relationships whilst being supported by the teacher. A twice yearly whole school treat given when the teachers feel appropriate and usually rewarding a whole school effort with a newly released movie! This is a whole school collective event which acknowledges school success.

Responses to Challenging Behaviour

We aim for consistency in our approach when responding to challenging behaviour. We stress to the children the importance of taking 'responsibility' for their actions- of being honest and being prepared to learn from their mistakes. We focus on the children the importance of 'forgiveness' when others have hurt us and the importance of 'perseverance' when trying to improve relations

with other children or improving their behaviour. We investigate any incident fully to ensure we reach the most objective and accurate judgement. This includes:

- making no assumptions from the outset – everyone has a voice
- asking children to account for their behaviour- not that of others (ie give statements about the part they played in the first person rather than sharing what someone else did
- taking time to talk to all individuals independently in a manner that ensures their anxiety is reduced
- digging deeper to find out why an incident has occurred and trying to get to the root of the anxiety

Children who need more in depth support

As a school we recognise that children with Social Emotional and Mental Health (SEMH) difficulties experience a range of different physiological and psychological challenges within their daily life. Some of our children have experienced significant adverse childhood trauma resulting in some/all of the following:

- Underdeveloped brain systems badly affecting capacity for attention, learning, concentration and kindness
- Smaller brains with less sophisticated neuronal networks
- Alarm systems of the brain in chaos, leading to dysregulated brain and body systems which make them unable to be rational or reasonable

For this reason, we have used the latest evidence-based scientific research to develop a positive and supportive behaviour framework through which staff can support children to regulate their brains and their bodies so they can make progress both academically and personally. This may result in different interventions at different times which support their specific needs (including management of known triggers and signs of anxiety escalation) and may be different to approaches used with children without SEMH needs. This is further supported by frequent staff CPD for all staff.

We operate a ‘team around the child’ approach when children require more in depth support. We follow the principles of this policy but are creative in our approach tailoring our response and strategies to the needs of the child. Parents/Guardians are involved in this process. There may be planned risk assessments in place.

Consequences for inappropriate behaviour – general approach

Usually if a pupil chooses not to follow our school rules and displays inconsiderate or inappropriate behaviours staff will initially give a non-verbal sign of disapproval and then a verbal comment, to try to stop the behaviour, reminding them of our school rules. The strategies used are based on consequential responses to their actions.

If a child continues to demonstrate unacceptable behaviour, the following procedures will usually be followed throughout the school:

1. The child is spoken to by the staff member to help them understand that they are not following one/all of the school rules; this is a chance to ask them if they need help solving their issue or reducing their anxiety.
2. If a pupil continues to behave inappropriately they will be asked to move to their partner class so that they have time to reflect on the rules and values and their importance. At this stage it is important that either the staff member who sent them or the one that

receives them talks to them quietly for a few minutes to help them understand the impact of their behaviour and help them to plan their return to class. They should return when they are ready, it is imperative that they are calm upon return.

3. Further behaviour issues upon return or a significant event would result in the pupil being removed from the class to support addressing the behaviour, this may need a variety of approaches depending on the child and behaviour but will essentially give the pupil time to calm down and discuss the event. The consequences surrounding the event will be varied but may include spending parts of lunch or playtime discussing the behaviours and next steps; meeting with parents; repair work with staff and/or children; clearing up or mending objects.

The consequences outlined above will be applied if children choose to demonstrate behaviour which impact upon our three school rules

Shouting out in class

Disrupting other children in class

Talking during lessons and an inappropriate quantity of work produced

Silly noises

Making marks on other children's work

Throwing equipment in class

Unkind words or actions towards other children or adults

More serious behaviour would result in immediate actions at a higher level to support and manage the pupil and the event

Bullying – verbal, physical and cyber

Theft and dishonesty

Vandalism and misuse of property

Racist or obscene behaviour – this may be linked to radicalisation

Swearing

Insolence to any adult

Violence of a higher level

If it is considered necessary for the pupil's emotional and physical safety, they may be excluded from selected events, i.e. trips, team games, and visits or asked to spend time in another classroom (for up to a day).

We understand that on occasion our children can experience traumatic events which can lead to a real breakdown in behaviour or typical access to learning. In these circumstances we will make alternative arrangements such as an altered or reduced timetable where intervention and therapeutic work can be achieved. A family conference may be held to help with this and other agencies will be involved. We do everything we can to prevent exclusion.

More serious behaviour may result in exclusion however the school is committed to trying to prevent exclusion and support the child.

Playtime and lunchtime rules

Our three school rules apply to playtimes and lunchtimes. We want all children to enjoy the social occasion of eating their lunch and playing freely with the others and have given the children suggestions of how they can help make these times enjoyable for all. Our Lunch and play charters are as follows:

When we are eating we...

- Talk quietly to other children
- Eat our own lunch and not share it with other people
- Stay in our seats rather than wander around so as to avoid accidents
- Put up our hand if we need help and to leave the table (KS1)
- Tidy up our own mess

On the playground we...

- Respect and use equipment appropriately – 'Scrap on Scrap'
- Play fairly and carefully
- Treat other children and adults as we would like to be treated
- Follow timetables
- Line up safely when the whistle blows

Rewards and Consequences at playtime and lunchtime

Children are expected to follow our three school rules during play and lunch; those that struggle during this time are given additional support (in a variety of ways). When a child struggles to follow our rules they will be given time to reflect on the incident with an adult this may be inside or outside. Consequences will support those carried out during lesson time. Teachers and SLT (when appropriate) will be informed and help to support the behaviour and the repair work.

Tracking of behaviour

Children's behaviour that is notable will be recorded by teachers using CPOMS. These behaviours and consequences are followed up where necessary - patterns and occurrences of behaviour and are a useful source of information when meeting with parents or looking for additional support or intervention. Overviews of pupil behaviour are analysed, in particular, groups such as SEN, FSM, CLA to look for patterns or trends. These findings are used to support effective behaviour changes to school, cohort or individual needs.

Bullying (Reference should be made to anti bullying policy)

Bullying is a totally unacceptable form of behaviour. We take bullying very seriously. It is defined as:

The persistent physical, verbal or cyber abuse of child or group of children; characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

Bullying will not be tolerated in school but we distinguish between:

- Single incidents which will be dealt with through the procedures described earlier, this is not considered to be bullying
- Repeated, systematic or continual incidents, which will be, regarded as bullying, this includes bullying via technology (internet, text message, facetime)

All allegations of bullying will be taken seriously and investigated thoroughly. When investigating accusations of bullying, staff will follow these procedures:

- The Head Teacher/Deputy Head Teacher will be informed
- All children involved will be spoken to (where practicable) and conversations recorded on interview sheets either by the teacher or the pupil
- Information regarding such events to be recorded as evidence
- All information taken into account and used when making a decision
- Parents informed (bully and perpetrator) and next steps shared

Individual Behaviour Targets

For some children, including those with special educational needs, it may be appropriate to introduce specific behaviour targets (this may be part of their SEND pathway) if this is considered

necessary, parents will be fully consulted and involved in the process. These are short term and used partly as a deterrent but also as a means of gathering information.

Use of Physical Restraint

Adults employed by St. James' C of E Primary have the authorisation to physically restrain a pupil if the need arises and have attended relevant training or support. Staff are trained to physically restrain in line with the Team Teach training programme. Any physical restraint will be carried out in line with county guidance as set out in the document 'Guidance on the Use of Physical Interventions'. The control must be reasonable in all cases to prevent the child from doing any of the following:

- Causing damage to property
- Injuring themselves or others
- Committing a criminal offence

Exclusion from School

It may be considered appropriate to exclude a child from school. The school follows the Gloucestershire County Council Policy. Information about exclusion can be found at: <http://www.gloucestershire.gov.uk/article/107601/What-to-do-if-your-child-is-excluded-from-school>

DGAT and the LA will be informed of any exclusion.

Policies to be read to support this policy include: Special Needs, Looked After Children, Pupil Premium, Anti-Bullying, Child Protection and Safeguarding , Teaching & Learning and the Prevent Protect Agenda against radicalisation.

Appendix 1 Spiritual Growth Wheel

