

Relationship Management Policy
(inc Expectations of Behaviour & Procedure)



Approved by the governing body on	
Signed (Chair of Governors)	
Review Date	September 2023

The Nature of Good Behaviour

This school believes good behaviour within society is about the giving and receiving of respect and the realisation that we are all inter-dependent on one another.

1 Aims

- 1.1
- Children will be encouraged to develop positive behaviour for learning in recognition of its importance as a lifelong skill.
 - To provide a safe, happy and friendly environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.
 - To enable staff to support children with their behaviour through providing students with strategies to manage their own behaviour.
 - To maintain a calm and purposeful working atmosphere.
 - To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
 - To provide a clear, fair and consistent approach to behaviour.
 - To foster, nurture and value strong and healthy relationships.
 - To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.

2 School Ethos

2.1 The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

We recognise that most children self-regulate their behaviour and behave very well every day and never need reminding about how to behave appropriately. We want to encourage these children and encourage the children who may not behave appropriately sometimes to self-regulate their behaviour positively.

We have the following underpinning principles:

- to create a positive climate with realistic expectations;
- to emphasise the importance of being valued as an individual within the group;
- to create positive relationships as this are imperative to our practice between all stakeholders;
- to create a sense of belonging, feeling safe, secure and valued;
- to acknowledge that people learn to cope with all aspects of their lives with support from others;
- to recognise responsibility and accountability for one's own actions and their impact on others;
- to respect other people, their views and feelings and circumstances;
- to exhibit empathy with the feelings of others affected by one's own actions;
- to have a commitment to an equitable process;
- to create opportunities for reflective change in pupils and staff.

We have in place a variety of praise systems to promote positive behaviour:

- Clear and concise expectations of behaviour will be described, modelled and encouraged through assemblies and in class time to ensure that all children understand what is appropriate;
- Unconditional positive regard reinforced with all pupils and stakeholders at all times;
- Praise from the class teacher or other adult in school for good learning, effort or behaviour;
- Children who have exhibited great learning will be asked to share their learning with other teachers and classes (if they feel comfortable to do so);
- Where applicable, teachers will share information about a child's behaviour upholding our values to parents to celebrate appropriate behaviour;
- Every Friday, a Celebration Assembly will be held and each class will have a representative who will share the learning from the week. Awards will be shared for:
 - children who have gone 'over and above' will be recognised by their peers and receive a

certificate;

- one child from each class will receive a Lead Learner Certificate
- one child from each class will receive a Values Ambassador Award
- children's birthdays will be acknowledged
- and children who have received awards for activities out of school will be acknowledged.

However, we understand that occasionally children will behave inappropriately for whatever reason. When children display this behaviour, there are several layers of consequences in place to encourage them to self-regulate their behaviour in a positive way. As practitioners, we acknowledge that 'all behaviour is communication' and thus consider what it is the child trying to communicate:

- The context of the situation is to be always taken into account.
- A child is not to be defined as naughty. It should be explained to the child that they have made a wrong choice.
- Feelings are linked to the behavioural actions and not the child.
- The following phrase is to be used with our children to remind them about keeping safe "To keep you safe and to keep the other children safe..."
- Children are not defined by an event – mistakes may happen and they can be learnt from.
- Once a situation is dealt with it is finished and this needs to be clear to the child.

Restorative Approach

Our relationship policy is not primarily concerned with rule enforcement.

It is a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn.

Restorative approaches are based on four key features:

RESPECT – for everyone by listening to other opinions and learning to value them

RESPONSIBILITY - taking responsibility for your own actions

REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education

Our restorative approach encourages everyone to take responsibility for their behaviours.

All staff have been trained in restorative approaches and will apply them to resolving situations in the school.

This approach starts with a restorative enquiry, if conflict arrives, over low level issues i.e. friendship breakups, disputes over games, running in the corridor and not responding to reasonable adult requests.

Traditional		Restorative
What's happened?	→	What's happened?
Who's to blame?	→	Who's been harmed and in what way?
How should we punish them?	→	What needs to happen in order to put things right and ensure that this never happens again?

When using restorative questioning the following questions will always be asked in a quiet and appropriate area of the learning space. Questions will be first asked to the person who has been harmed and then to the harmer:

- Tell me what happened?
- What were you thinking? And now?
- How did you feel? How do you feel now?
- Who else has been affected?
- What do you need / need to do to fix this / move on?

During this process, the following expectations apply:

- Only one person talks at a time.
- No interrupting.
- Be respectful to each other.
- Listen carefully to each other.
- Confidentiality - explain that this is between the people involved (plus parents if required).
- Be aware of any matters in respect of Safeguarding - if something is disclosed appropriate measures in line with Safeguarding policy.
- If young people do not meet expectations or are still/become angry, this process stops.

If incidents are sustained or reoccur a restorative conference may need to take place with all the appropriate affected people – adopting a solution focussed approach.

Consequences will be appropriate and will be chosen and agreed between all participants involved. It will be ensured that a consequence is never associated with a curriculum area e.g. writing lines, reading, times tables.

Feedback to parents should be given when a child has been harmed. Staff should use their professional judgement as whether the parent of the harmer is informed of the incident. It should always be made clear to the parent that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved.

Levels of restorative approach:

- Restorative Conversations
- Restorative Conferences
- Classroom Restorative Conferences
- Restorative Approach with parents involved

Expectations of Behaviour & Procedure



1	Arrival and Departure
1.1	<u>Expected Behaviour/Procedure (where applicable):-</u> <ul style="list-style-type: none">• Children should not arrive at school before 8.45 am• Teacher on duty will direct children in to school at 8.55 am• Children who go home for lunch should not return before 12.55 pm• Once inside the school grounds, children must stay in the designated areas• All children should leave school promptly at the end of the day, with an adult that is expected or following written walk-home guidance (Y6 only), unless they are participating in extracurricular activities
2	School Bus Arrival and Departure
2.1	<u>Expected Behaviour/Procedure (where applicable):-</u> <ul style="list-style-type: none">• Children should walk round using the designated pathways to the waiting area following morning drop-off• Children congregate at the school office for registration on the departing bus• Children are escorted to the bus and counted on safely
3	Out of Classroom Behaviour
3.1	<u>Playground</u> <u>Expected Behaviour/Procedure:-</u> <ul style="list-style-type: none">• Children must stay within the designated areas• Children must not climb trees, fences, goal posts or inappropriately on equipment• Children to stand and follow instructions when bell/whistle rings• Children to show consideration towards others• Children will line up quietly by class for transitions inside• Aggressive behaviour is not acceptable <u>Agreed Strategies:-</u> <ul style="list-style-type: none">• Talk to children about the need for rules for safety (whole school/class)• Staff to help children to understand the need for appropriate behaviour• Devise and run individual programmes for children if and when appropriate• Teach children playground games, supported at lunch time by our Play Leader/MSA
4	<u>Lunch Hall</u>
4.1	<u>Expected Behaviour/Procedure:-</u> <ul style="list-style-type: none">• Children must wait quietly whilst waiting for hot dinners to be served• Children must sit at the table to eat their food• Children to follow the end of lunch procedures for lunch box/empty plate before leaving• Quiet voices are expected <u>Agreed Strategies:-</u> <ul style="list-style-type: none">• EYFS teachers will settle their class into the lunch hall and reinforce the expected behaviours• Teacher on lunch duty will engage with the children and encourage children to follow the expected behaviours and sociable mealtime conventions

	<ul style="list-style-type: none"> MSA's will encourage children to follow the expected behaviours
5	<p><u>Corridors, Cloakrooms and Toilets:-</u></p> <p>5.3 <u>Expected Behaviour/Procedure:-</u></p> <ul style="list-style-type: none"> Children to be quiet and behave in an orderly fashion whilst in these areas During lesson times, toilet visits will be for one child at a time Staff will supervise pupils when moving from their classrooms collectively or in groups At the end of the day, staff will also be responsible for supervising their class out of school Children must show consideration towards others who use these facilities, e.g. holding doors for visitors, keeping belongings tidy etc <p><u>Agreed Strategies:-</u></p> <ul style="list-style-type: none"> Regular reminders for tidiness and respect for property i.e. closed lockers Reinforce rules for safety i.e. walking with space for others to pass, no running, no pushing etc. Regular reminders about noise level as the children move around the school
6	<p><u>Assembly:-</u></p> <p>6.1 <u>Expected Behaviour/Procedure:-</u></p> <ul style="list-style-type: none"> Children should enter and leave the hall silently Children should listen, engage and pay attention Times of excitement should be followed by attention <p><u>Agreed Strategies:-</u></p> <ul style="list-style-type: none"> Determine the purpose of assembly – define expectations and participation
7	<p><u>Independence/Responsibility:-</u></p> <p>7.1</p> <ul style="list-style-type: none"> Children should act responsibly both within and outside the classroom Staff are responsible for the supervision of children throughout the school day, particularly when they are moving through the school
8	<p><u>Cycles (inc. scooters etc):-</u></p> <p>8.1</p> <ul style="list-style-type: none"> Cycles must be pushed, not ridden within the school grounds The school will not be held responsible for any cycles/accessories that are lost or stolen Provision of the use of cycle stands will be reviewed regularly as part of the school's Safety Risk Assessment
9	<p>General</p> <p>9.1</p> <ul style="list-style-type: none"> Absences should be notified to the school on the day by telephone. School must be informed prior to any absence for medical appointments – in line with Attendance policy, these may need to be accompanied with an appointment slip. Chewing gum, glass containers, fizzy drinks, lollipops or matches are not to be brought into school for health and safety reasons. Nut products in snacks or packed lunches are not permitted under any circumstances. Medicines should not be brought to school (excepting inhaler). We encourage that the administration of medicines is completed out of school – where this is not possible, but a child is in full-health, documentation is available to authorise the administration of medicines. Politeness and good manners are expected at all times

	<ul style="list-style-type: none"> • Jewellery should not be worn (exceptions include watches, plain stud earrings if essential) • Inappropriate language will not be tolerated
10	Bullying
10.1	Bullying of any kind will not be tolerated in this school.
10.2	Bullying is the wilful repetitive, conscious desire to hurt, threaten or frighten someone else. To do this the bully has to have some sort of power over the victim, a power not always recognisable to adults.
10.3	All members of staff and children have a responsibility to ensure that it does not occur and if it does, then the Head Teacher is to be informed immediately.
10.4	A register of incidents will be maintained by the Head.
10.5	It is important that:- <ul style="list-style-type: none"> • all staff make sure all pupils know that the school cares and will not tolerate bullying • to make sure that all pupils know that they should speak out to:- <ul style="list-style-type: none"> ○ the class teacher ○ classroom support staff ○ M.S.A. ○ the Head Teacher or SLT
10.6	IF OTHER PUPILS WITNESS THE BULLY AT WORK THEY SHOULD INFORM A MEMBER OF STAFF
10.7	Disciplinary action to be taken in the event of bullying for all parties:- <ul style="list-style-type: none"> • Interview by the Head Teacher/SLT • Parents of children involved in the incident will be informed • Appropriate follow-up actions will be put in place
11	Parental Support Of School Rules
11.1	<ul style="list-style-type: none"> • Effective partnership between schools and parents is key to good discipline • Parental contracts will be used to ensure parents support school in tackling difficulties • The Head Teacher will be available to discuss any areas of concern with parents/carers