



Kingsham Primary School

Relationships Policy

May 2021

“The more healthy relationships a child has, the more likely they will be to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love.”

The Boy Who Was Raised as a Dog, Dr Bruce Perry, 2017

Approved and adopted by School	July 2021
Updated	
Responsible Person	Lee Dallinger
Responsible Committee	Full Governing Body
Next Review	September 2022



Policy Statement

Our relationships policy reflects our core values and school vision to be an aspirational and inclusive community school where children are continually inspired, enjoy learning, thrive and achieve success. We value how positive relationships provide a warm, welcoming and inclusive atmosphere where children feel valued and safe.

We are committed to developing each individual to ensure every child is a happy, successful learner who always aims to do the best they can. Teaching pupils about choices and consequences, through restorative practice, is valuable to promote pupils' personal, social, moral, spiritual and cultural development and has a significant importance in our daily school life. We are continually striving to improve practice and work in partnership with other professionals, parents and carers to implement dynamic approaches to support staff, learners and families.

Purpose and aims

The purpose of this policy is to provide guidance of how relationships promote positive attitudes towards learning and behaviour.

We aim to do this by:

- Fostering positive, caring relationships for all
- Embedding Restorative practice in the school community
- Develop independence, learn self-regulation and recognise the responsibility of their choices towards themselves and others
- Ensure consistency across all staff to promote high expectations and attitudes towards learning

Our school is invested in supporting the very best possible relational health between:

- Pupils and adults in school
- Peers
- Parents/carers and child
- Parents/carers and staff
- School staff
- School staff and senior leaders
- School staff and external agencies
- The wider community



Legislation, statutory requirements and links to other policies

The Relationships Policy operates in conjunction with the following policies:

- Anti-bullying policy
- Special Educational Needs and Disability (SEND) policy
- Equal Opportunities policy
- Attendance policy
- Safeguarding and Child Protection policy
- Positive Handling policy

Legislation and useful links:

- [Mental Health and Behaviour in Schools](#)
- [Use of Reasonable Force](#)
- [Keeping Children Safe in Education](#)
- [Searching, Screening and Confiscation](#)
- [Preventing and tackling bullying](#)
- [The Thrive Approach](#)



Responsibilities





Golden Rules

At all times of the school day, pupils follow our school's 'Golden Rules'.

- Ready
- Safe
- Respectful

These rules are reinforced at all times in school and within the community – for example, when pupils are in the playground, in the hall, in the classroom, in the corridor, outside of school or during educational visits.

Each class will refer to and regularly discuss how they can be ready, safe and respectful. After discussions about the Golden Rules, pupils will sign a copy in the classroom to acknowledge they agree with these rules and school expectations.

CROWN learning values

The school's CROWN learning values are regularly referred to and are celebrated across the school. Children are recognised when they go above and beyond in demonstrating their learning values.

They consist of:

C = Curiosity who is represented by Chase the Curiosity Cheetah



R = Resilience who is represented by Ralph the Resilient Rhino

O = Open-mindedness who is represented by Oliphia the Open-minded Owl



W = Wow-improvement who is represented by Wilf the Wow-Improver Wolf

N = No-limits who is represented by Nala the No-Limits Narwhal





The Power of Praise

What?	How?	Why?
<p>House points The award of house points is a whole school rewards system.</p>	<p>All classes will have Class Dojo to record pupils' house points as a school wide system. Examples of why a pupil will be awarded a house point include: excellent pieces of work, positive attitude towards learning, demonstrating a CROWN learning value or representing the school. House points will be monitored termly by SLT to ensure consistency across classes and pupils who are always demonstrating values and rules are rewarded.</p> <p>Pupils will also receive individual rewards for receiving house points in an assembly:</p> <ul style="list-style-type: none"> - A Bronze certificate for reaching 100 house points - A Silver wristband for reaching 200 house points - A Gold badge for reaching 300 house points 	<p>The aim of this school wide system is to ensure a consistent approach in motivating and rewarding pupils in their attitude towards learning. Celebrating house points in assemblies makes connections with others and celebrates pupils reaching these levels of achievement with the school community.</p>
<p>House point cards</p>	<p>A house point card is equal to 1 house point on Class Dojo. Adults in school will use these cards to award pupils outside of the classroom (for example, in the hall during assembly, at lunchtime, walking in the corridor). These are used to reinforce our school's Golden Rules (Ready, Safe, Respectful). The pupil will hand the card to an adult in the classroom who will add a house point onto Class Dojo.</p>	<p>To positively reinforce the school's Golden Rules outside of the classroom.</p>
<p>CROWN Learning award A weekly reward celebrated in assembly.</p>	<p>The amount of children who receive an award each week is flexible and children will receive an award at the point that they go above and beyond in terms of demonstrating the CROWN values. Each week these will be celebrated in a whole school assembly.</p>	<p>To positively reinforce our CROWN learning values.</p>
<p>Whole class rewards</p>	<p>The class will work towards an agreed set of points as a year group to receive a whole class reward. This will be recorded differently for each class (such as ticks, Golden Bauble, marbles in a jar). The class will choose a set of rewards that will be agreed by SLT to ensure consistency with other classes. When the class reach this, the whole class will be rewarded by selecting one of the agreed rewards.</p>	<p>Each class to recognise the whole class' attitudes to learning.</p>
<p>Head teacher's award</p>	<p>Two children per class are selected by the class teacher for their achievement and contribution over the term.</p>	<p>To celebrate achievement and contribution each term.</p>



Steps to improving attitudes to learning and behaviour

Key points to remember:

- Pupils learn from mistakes, including their negative choices, and should always be given fresh starts throughout their school day.
- Consistency is essential from all adults to improve attitudes to learning and behaviour.
- All behaviour is communication and adults are there to help teach pupils to make better choices.

Steps to improving attitudes to learning

Step	Action	Who?
1. Gentle reminder	Praise the positive behaviours you want to see. Where behaviour doesn't meet expectations, a reminder of the rules - Ready, Safe, Respectful - are delivered privately. The adult makes them aware of their behaviour and explains they have a choice to do the right thing.	All adults Pupils may jump to step 4 or 5 for significant breaches of our Golden Rules.
2. Last chance reminder	Challenge the behaviour discreetly and explain privately that this a last chance reminder. Outline the next step and consequence if they continue.	
3. Time to reflect	At the right time, give the child time to reflect as a consequence. This consequence might be a 'time in/out' for a short period, which starts with two minutes. This could be an immediate consequence with SLT, out of the class or time spent at break or lunchtime. The child should only be moved to a safe space if they need to regulate their emotions. If this is at playtime, the child should have time out by standing by the wall or time in with a member of staff.	
4. Repair	Restorative practice, letter, completing work, the focus will be to repair the behaviour Parents and carers to be communicated discreetly via telephone conversation or invited into school. Negative conversations should not take place in the playground in front of other parents.	SLT involvement Parental involvement
5. Formal discussion	If a child finds it challenging to improve their behaviours and make appropriate choices, the school will collaborate with parents (and outside agencies if necessary) to formally discuss the behaviour with the child. During this formal and collaborative conversation, a decision will be made about what additional support is required. The extent of the support should be subjective depending on the individual child. A formal discussion will require a review meeting.	Report on CPOMS



Choices and consequences

Using the language of ‘choices and consequences’ enables pupils to learn to take responsibility for their own actions and to treat themselves and others with respect.

In responding to negative choices, our focus will be on helping children to improve their behaviour, learn from their mistakes and be supported in understanding the impact of their behaviour on others. A child who recognises that they need time out can elect to use “Time Out”. A teacher may direct the child to make use of the time out provision. This is to enable the child the time to reflect and self-modify. For some children, this should take place within the classroom (being attachment aware) and giving time to think about their choices. This is not always a consequence but a preventative strategy for challenging behaviours.

It is important that negative behaviours are not ignored and are always dealt with by referring to choices and consequences. For some instances and individuals, it may take some time to deal with the behaviour and agree a consequence. Afterwards, adults and pupils will reflect on the behaviour at the right time for them.

Roles and Responsibilities

At Kingsham, we recognise the biggest drivers of change are positive role models.

Ambassadors are pupils who represent and model the school’s CROWN learning values and Golden Rules. They will be used to support younger peers with their behaviour and be positive role models. They may be a peer mentor who have previously improved their own behaviour.

A school ambassador may have another role within the school (such as head boy or librarian) and will actively support other pupils to improve their behaviour.

A range of responsibilities promote positive role models across the school. Whole school or class responsibilities include:

- School councillor
- Class jobs
- Eco Warriors
- Librarians
- PALS (Play leaders)
- House captain
- Head boy and girl



Restorative practice

“I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

(Maya Angelou, 2015)

Restorative approaches teach behaviour. Where a child's behaviour needs to be addressed, holding a restorative conversation can reframe their behaviour, allow the pupil to reflect on changes that can be made and ensure that everyone starts the next lesson with a clean slate and without animosity. They can be incredibly powerful and create a positive relationship between staff and children. The key with a restorative conversation is to not react emotively to pupil responses; allow the child to recount their version of events, remembering that between your truth and their truth is the truth.

The following questions can allow you to address the issue at hand and bring about resolution without confrontation:

1. What happened?
2. What were you thinking?
3. How were you feeling?
4. Who has been affected by this?
5. What do you need to do to make things right?

Reasonable adjustments to the conversation:

- Using a Restorative prompt sheet - If they are in KS2, they could record their thoughts onto the sheet before talking with an adult.
- Use a scaling – e.g. 1-10 scales: ‘On a scale of 1 to 10 how angry were you?’
- Offer a postponement and some support if the child is not ready to speak: ‘I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet later today and have ___ sit with you and help you with the answers?’



Plan to improve behaviour

If a pupil requires additional support to improve their behaviour, they may require a 'Plan to Improve Behaviour (PIB)' – see appendix for an example.

This will be a one-page document that will focus on positive strategies to support them, who the key adults are, planning for the pupil's behaviour and setting targets which will be reviewed each half term.

The plan will be a collaborative agreement between classroom staff, the pupil, parents or carers and a member of SLT. Together, the plan will reflect these five areas of need:

- Survival
- Love & Belonging
- Power & Self worth
- Freedom
- Fun

Risk Assessment

If the pupil's choices do not meet the expectation of being safe in school, a risk assessment will be written by the school's senior leadership team. A risk assessment will identify the extreme behaviours and will outline individualised support for a pupil. These will be reviewed regularly with parents/carers and staff members.

Pastoral Support Programme

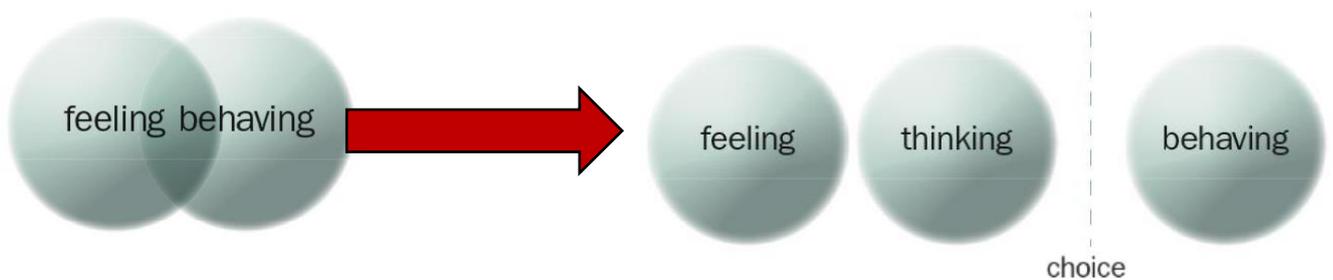
A Pastoral Support Plan (PSP) is put in place when previous measures have not been successful to improve a pupil's behaviour. Its purpose is to promote social inclusion and help to reduce the need for fixed term or permanent exclusion. The effectiveness of the PSP relies on identifying the underlying causes of the child's behaviours. A behaviour mentor will be assigned to the child to offer support and a positive role model. The PSP will be regularly reviewed (at least every 4 weeks) where SMART targets will be reviewed with support outlined during a collaborative meeting.



Support for Reaching the Learning Brain

- All behaviour is communication
- 'The 3 Rs: Regulate, Relate, Reason'
- 'Engage, don't Enrage'
- 'Connection before Correction'
- Attachment aware
- Trauma-informed

Adults in school know that some pupils may need support to regulate how they are feeling and make respond in different ways. We recognise that stress impacts a child in different ways and can lead to a fight/flight or freeze response. Some pupils may need additional adult support to co-regulate or coach them to enable them to separate how they are feeling with behaving. This will enable them to make better choices.



Adults are there to teach and support a child to manage how they are feeling. This is to help them make better choices and improve their attitudes towards learning.



Vital Relational Functions – the school applies these vital relational functions to developing pupils emotionally, socially and morally.

Attune: This is where you are alert to how they are feeling. You demonstrate that you understand the intensity, pitch, pace, volume, expansiveness or special experience of the child's emotional state.

Validate: This is where you are alert to the child's experience. This needs to happen before you move to help them regulate it. This is the beginning of being able to think about feelings.

Containment: This is where you demonstrate that you understand the pitch, intensity, quality of their feeling or mood and that you can bear it. This is where you show that you can take their deep distress, raging anger or painful sorrow and make it a survivable experience. Catch it, match it and digest it by thinking about it and offering it back, named, in small digestible pieces. This builds trust for the child: in you, in adults and in the world.

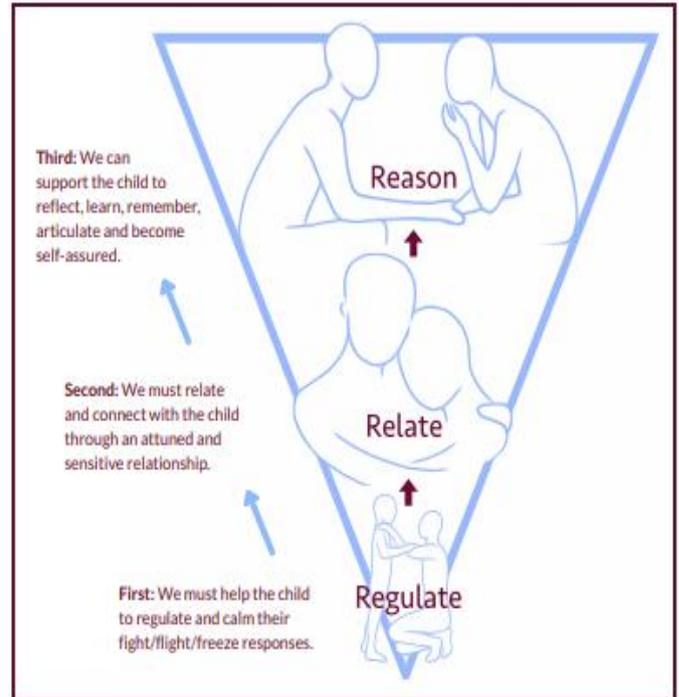
Soothe, calm, stimulate: This is where you must be alert to how they are feeling and demonstrate emotional regulation by soothing and calming their distress. Catch it, match it and help the child to regulate the feeling up or down. They need to experience being calmed before they can do it for themselves.

The Three R's: Reaching the Learning Brain

A 'bottom-up approach' to challenging behaviour must be applied to incidents. This means that in the first instance the child should be regulated, second related to and then reasoned with.

Regulate first!

A child should be regulated first so that they are able to listen, think rationally and be calm about an incident. Any regulation strategy could be successful one day and not the next.



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

A range of strategies should be applied to an incident. These may include:

- | | | |
|-------------------------|------------------|---|
| - Counting down | - Colouring | - Sensory output |
| - Mindfulness breathing | - Time in or out | (jump, run, throw something, rip up paper, scrunch paper into a ball) |
| - Stress balls | - Complete a job | |
| - Puzzle | - Go for a walk | |

Language for supporting regulation:

- [name] I noticed you look [physical] so I wonder if you are [emotion]
- [name] I am worried about you and how you are feeling... let me help you by...
- [name] I wonder if...
- [name] I noticed that you are [behaviour] so let me help by...
- [name] I noticed that you are [emotion] would you like [give at least one or two choices here]

Relate second!

Ensure the relationship between staff and child are positive. This enables the child to listen and engage with them.

Remember to keep the world small and not give big decisions (give clear choices or make the choices for them at this point – I need a drink or I am cold let us get a blanket)



Reason last!

Most negative choices should be followed by a consequence. However, these do not need to directly follow if the child is not ready to understand and discuss the behaviour. The principle of 'strike while the iron is cold' should be applied. Careful language use of choices and consequences should be used. Relationships should be restored and a solution should be agreed together through a restorative conversation (see Restorative Practice).

Pupils with additional needs

When implementing this policy, the school will take into account pupils with additional needs (including special educational needs and/or disabilities, pupils with English as an additional language and other vulnerable pupils). Where appropriate, the SENDCO will collaborate with staff, parents/carers, the pupil and relevant external agencies to personalise support for behaviour. Adults will implement quality first teaching strategies and targeted approaches to endeavour to meet the needs of all pupils in the school.

The school will utilise behaviour support strategies to outline support and provision required, including a 'Plan to Improve Behaviour', Risk Assessment, Pastoral Support Programme or a One-Page Profile. Any adapted procedures from the school's policy will be formally agreed with the senior leadership team and parents/carers.

We use a range of targeted approaches to meet the needs of individuals. This may include one or more of the following:

- Thrive provision
- External agencies including the Learning and Behaviour Advisory team, Social Communication Team, Alternative Provision College and social care
- Therapeutic support – play therapy, counselling, Youth Emotional Service, reading dog
- Additional staffing
- Personalised timetables and curriculum provision



Partnerships

Our partnerships with parents or carers are paramount as part of our school community. We value building relationships with parents and carers as vital to improving attitudes to learning and behaviour. We know that parents/carers and classroom practitioners know the children best to work collaboratively to provide the right support for each individual.

Positive partnerships are important and therefore, we aim to:

- Be open and honest
- Involve parents and carers in regular meetings
- Collaborate and strive together to offer the best support
- Share positive news more often than the negative news
- Be discreet about any negative conversations (either via phone call or invite them into school). **No negative conversations in front of other parents.**

Reporting and Recording incidents

The school will be using CPOMS as a system to record negative behaviour related incidents that lead to step 4 or 5. This will include any incidents or concerns relating to a child's behaviour, whether it be from concerns from parents, incidents in the classroom or in the playground. The adult recording the behaviour will alert relevant staff members including SLT.

Pupils are recorded under different categories depending on the level of support and incidents that occur: A B and C

Debrief

After an extreme incident, staff should be able to debrief with another member of staff about what happened. This is to reflect and process what has happened.



Breaches

Exclusion

On rare occasions, and as a last resort, it may be necessary for a child to be given an exclusion. Exclusion can be in response to a single very exceptional incident or as a result of a number of incidences growing in seriousness over a period of time. In most cases, the school and parents have usually been in regular contact. Exclusion is most usually linked to the health and safety of the child concerned, other children or adults. Only the headteacher can exclude a pupil. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. The behaviour of pupils outside of school can be considered as grounds for exclusion. In all cases, the statutory guidance for exclusions will be used and followed.

A child may be excluded for one of the following reasons:

- Physical assault
- Verbal abuse or threatening behaviour
- Bullying
- Discrimination
- Any criminal behaviour
- Persistent disruptive behaviour

Following an exclusion, there will always be a restorative meeting with the child and their parents/carers to welcome the child back to school. The reintegration meeting will explore what support the school can provide to ensure a successful return.

Allegations against a member of staff

If an allegation is made against a member of staff, the procedures outlined in the school and UCAT policy will be followed. If the allegations are found to be false or malicious, disciplinary action will be taken against the pupil in consultation with the Local Authority.

Powers to discipline

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Their power to discipline applies to pupil behaviour in school, on school visits and outside of school in certain circumstances.

Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable and proportionate punishment in response to poor behaviour.



Searching pupils

School staff can search pupils with their consent for any item which is banned by the school rules. Headteachers and staff authorised by the headteacher have the power to search pupils or possessions, without consent, where they suspect the pupils to have knives, weapons, alcohol, illegal drugs and stolen items.

Confiscation

A member of staff may use their discretion to confiscate a pupil's property where reasonable to do so.

N.B. Staff at Kingsham Primary School are expected to use their discretion as to whether the item should be returned to pupils or whether parents should be requested to pick up the items, as well as if it is an item of value e.g. a mobile phone whether it should be stored in the school safe.

Mobile phones are not to be brought into school by pupils unless this has been agreed through a written request stating reasons. If consent is granted, phones should be given into the office to be kept in the safe during the day. If phones are found on children, they will be confiscated and kept in the school safe for parents to pick up.

Use of reasonable force

All members of staff have the legal power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline. Schools do not require parental consent to use force on a student. See also the Positive Handling Policy.

Several members of staff have undertaken 'Team Teach' training –this national training award teaches staff the least intrusive positive handling strategies and methods of restraining pupils who are at risk of injuring themselves or others.

Review of policy and consultations

The impact and content of this policy will be reviewed annually. Data from the monitoring and recording of incidents will also inform policy, practice and school improvement planning. This will be collated by the Learning Mentor for termly review by the Senior Leadership Team and reported to the governors' curriculum and standards committee at least annually.

The views of various stakeholders, such as parents/carers and staff, will be consulted in the development and review of this policy.

One-page summary



Golden Rules

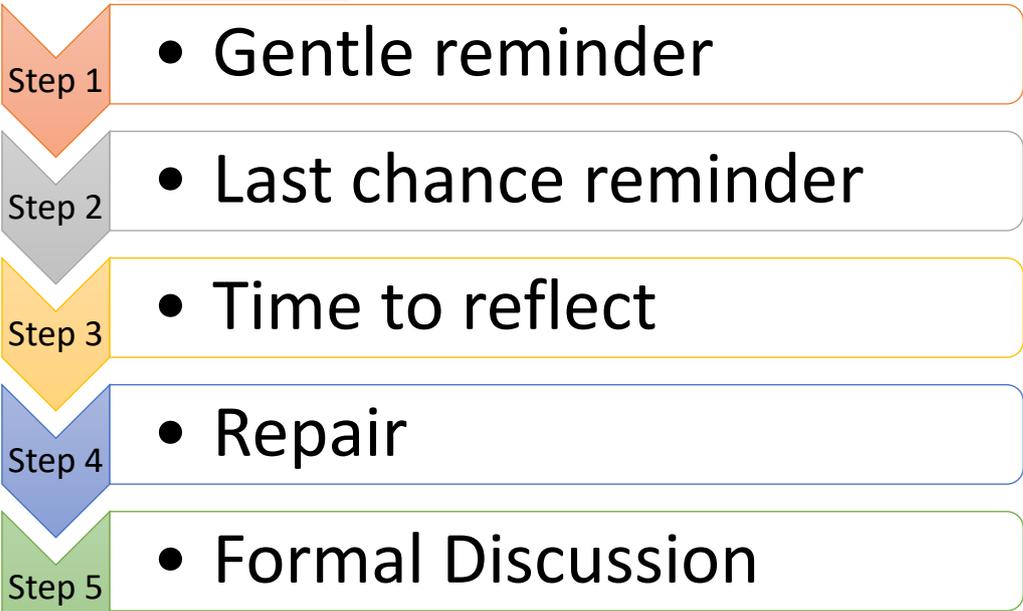
- Ready
- Safe
- Respectful

CROWN learning values

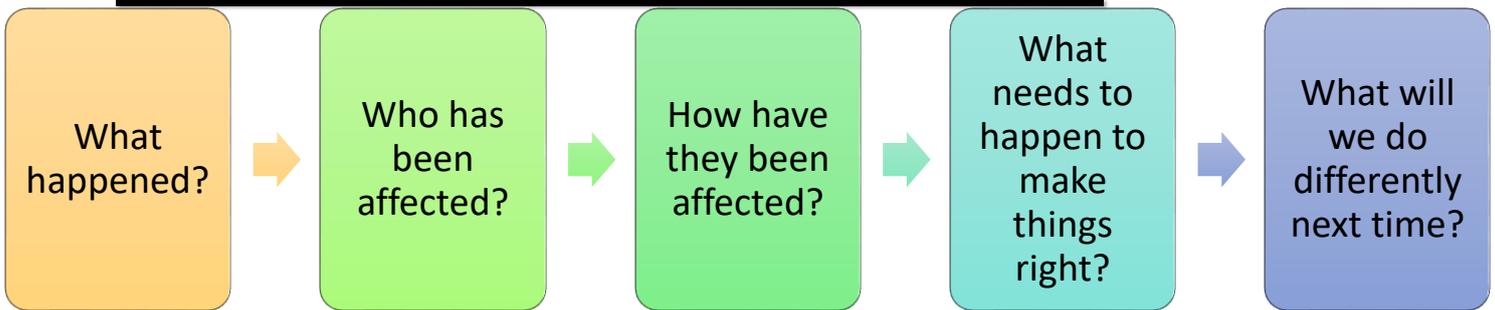
- Curiosity
- Resilience
- Open-mindedness
- Wow-Improver
- No-limits



STEPS



Restorative Conversation





Plan to Improve Behaviour

Child's name		Class	
Date of Plan		Review date	
Key adults			

Triggers	Prevention	Targeted support
Positive Behaviours	Positive activities / resources	Rewards
Negative Behaviours	De-escalation strategies	Consequences Debrief/repair
Agreed contract with home:		
Target(s):		
Review:		