



# **Relational Behaviour Policy**

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Next Review: July 2025

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## **Rationale**

**Highweek Primary School regards the Relational Behaviour Policy as underpinning all teaching and learning in the School. The policy will enable the school to promote and maintain an inclusive environment conducive to learning, one which safeguards the rights of other pupils to be educated and is proportionate.**

We believe that all behaviour is communication. We realise that sometimes this can present in a variety of ways so may look different for individual pupils.

At Highweek, we believe that exclusions do not have a positive impact on a child, their family or the relationships built in school. We therefore aim to only ever use both fixed term or permanent exclusions as a last resort. We aim to try all other possible strategies and seek support from wider professionals to try and prevent this from happening.

“The relationship between pupils referral units and the criminal justice system has become symbiotic, and the rise of exclusions is creating a pipeline of young people into our prison system.”

**David Lammy – Tottenham MP**

**Timpson Review of School Exclusion May 2019 Daniels and Cole 2010, Nuffield Foundation 2004**

Our focus is on creating a positive whole school ethos and policy that promotes positive relationships and behaviours which therefore reduces the need to consider exclusion. We also believe that this is essential to safeguard all of the children in our school.

“Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.”

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## **Values**

We believe that our school community need to feel safe, cared for, heard and respected.

We feel it is vital to create a sense of belonging and ensure positive relationships are at the centre of our practice. This enables children to achieve, enjoy their learning and give them the skills and confidence to develop positive relationships through their lives.

“The extent to which pupils felt they ‘belonged’ in a school was identified as critical in some of the research. This included feeling valued as an individual, having good relationships with peers and teachers, and feeling that their needs were understood and addressed.”

**School exclusion a literature review on the continued disproportionate exclusion of certain children- May 2019**

We have school values which are underpinned by our school ethos. These are:

<b>Value</b>	<b>Related Values</b>
Respect	Tolerance, equality and trust
Belief	Self- efficacy, positivity, growth, change and challenge
Friendship	Compassion, care, kindness and consideration
Courage	Resilience, determination and bravery
Responsibility	Democracy and fairness, safe, self, others, community and teamwork
Pride	Progress, self-belief and success

Our school Golden Rules represent these values in an age appropriate way. (See appendix 1)

We have high levels of nurture and empathy and we see every situation as a learning opportunity rather than consequence driven. This supports our school ethos regarding exclusions being the very last resort.

**Aims**

We aim for all pupils to become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background we promote the basic Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Bullying and child on child abuse including cyber-bullying will not be tolerated under any circumstances. We are preparing children for a life in modern Britain.

“All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy)”

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We will do this by:

- Ensuring that all pupils and adults have a sense of belonging, feeling safe, secure and valued.
- Fostering nurturing and valuing strong and healthy relationships.
- Providing 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.
- Encouraging pupils to develop positive behaviour for learning in recognition of the importance as a lifelong skill.
- Enabling staff to support pupils with their behaviour through providing pupils with strategies to regulate.
- Maintaining a calm and purposeful working atmosphere.
- Providing a clear, fair and consistent approach to behaviour (see attached procedures)
- Ensuring that our pupils are intrinsically motivated to do the right thing because it is the right thing to do.

“All of us need to feel safe and cared for and enjoy a sense of belonging. Schools play a vital part in developing both relationships and the sense of belonging for all children. Schools where children achieve well and enjoy their learning are those where relationships are at the centre of all they do. In these schools we see teachers who are able to create an atmosphere where all feel valued, where the life chances of all children are improved and where children take with them the ability to form meaningful and caring relationships into their adult life.”

**Ian Hemelik, Virtual School Headteacher, Devon County Council**

A pupil is never to be defined as naughty. It should be explained to the pupil that they have made a wrong choice. Staff will link comments to the behaviour actions and not the pupil e.g. I don't like the choices you just made, we should always use kind hands.

Pupils should be supported through a difficult period by the adults in school and the situation should be viewed as a teachable moment. Pupils should know that they are not defined by an event. They are allowed to make mistakes and can learn from them. Once a situation is dealt with it is finished and this needs to be clear to the pupil. The context of the situation is to be always taken into account.

### **How we build positive relationships at Highweek**

- Modelling positive interactions
- Spending time with pupils developing key relationships
- Finding out about key interests
- Sharing common interests
- Positive and kind approach
- Showing mutual respect
- See incidents as isolated events

- Active involvement from everyone in school

“Every time we relate through quality moments together with a child or young person we teach them that connection is paramount, that relationships are necessary in order to live well, that relationships can be safe and positive and bring comfort, love and joy. The message of health and well being”

**Louise Bomber, Know me to Teach me, 2020**

## **Whole school approaches**

### **Incentives**

A willingness to create opportunities for reflective change in pupils and staff. We have in place a variety of praise systems to promote good behaviour. These include:

- Recognising great learning through recording WOW moments on pupil bronze, silver and gold charts etc (individual reward)
- Value raffle with a focus on a specific value each half term (individual reward)
- Class incentives e.g. marbles in a jar (collaborative reward)

Clear and concise expectations of behaviour will be described, modelled and encouraged through class assemblies and in class time to ensure that all pupils understand what is appropriate (appendix 1)

- Verbal and written praise from the class teacher or other adult in school for good progress, effort or behaviour. Specific links are made in line with growth mindset attitudes, which are also celebrated through our Friday flyers and Highweek Heroes in Early Years.
- Pupils who have done some great learning will be asked to share their learning with other teachers and classes
- Every Friday, Friday Flyers and Highweek Heroes will be celebrated. This will be either through class, key stage or whole school assembly.

### **Tiered approach of actions/reflection- appendix 2**

We understand that occasionally pupils will behave inappropriately for whatever reason. When pupils display this behaviour, there are several layers of actions including reflections in place to encourage them to manage their behaviour in a positive way.

Pupils who need ongoing extra support will have a responsive co-regulation plan (appendix 3). These plans will be written and reviewed by the pupil's class teacher in collaboration with the pupil and shared with parents/carers. They can be reviewed and adapted at any time.

Pupils can be identified by class teachers as needing additional emotional support. These can be shared with the SENCO and/or part of the pastoral support team. This may result in a pupil receiving extra support from; emotional regulation groups, anxiety groups, play therapy, Lego therapy and counselling and sensory activities.

A small number of pupils may also be supported through a relational support plan. The school may undertake a range of assessments to understand any underlying factors or SEND needs that require support through the graduated response. School may also refer to and seek advice and support from a range of external agencies.

### **Roles and responsibilities**

There are a range of adults that support pupils with their behaviours in school. These include:

- Class teachers
- Phase leaders
- Support staff
- Leadership team
- Pastoral support team including family liaison officer
- School counsellor
- Mental health practitioner
- External agency support including: Educational Psychology, social, emotional and mental health team, communication and interaction team, CAMHS, speech and language and occupational health

### **Recording incidents**

Staff to log incidents online using CPOMS. The Safeguarding and care team hold weekly meetings to decide on the best course of action based on the patterns they have noticed for individual pupils.

### **Restorative Approach**

Our restorative approach is 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.

At Highweek we use restorative approaches to encourage everyone to take responsibility for their behaviours. All staff will apply restorative approaches to resolving situations in the school. This includes restorative conversations to unpick the situation and decide on appropriate reflections and actions.

Examples of how we promote restorative interactions include:

<b>Traditional response</b>		<b>Restorative response</b>
What did X do?	Becomes	I can see you are upset-what has happened?
Who's to blame?	Becomes	Who has been harmed and how? Let's check they are feeling ok.
How should we punish them/ what consequence should they be receiving?	Becomes	What needs to happen in order to put things right and ensure that this does not happen again?

When using restorative questioning the following questions will always be asked in a non-confrontational way and trying not to draw attention in front of others. All parties involved in a dispute or incident will be spoken to so that all pupil's voices are heard. Example questions are:

- Tell me what happened?
- What were you thinking at the time? 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?

**We believe the highest quality conversations and questions need to be completed within this format:**

- Only one person talks at a time.
- 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 e.g. safeguarding needs. If something is disclosed appropriate measures are to be taken in order to follow the school's Child Protection policy.
- If pupils are dysregulated- please give them safe space and time to regulate before beginning the restorative conversations.
- If incidents are sustained or reoccur, a restorative conference may need to take place with all the affected people. Reflection and actions will be appropriate and will be chosen and agreed between all participants involved.
- Feedback to parents should be given when a pupil has been harmed or when a pupil has harmed others.

- 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.

“Children will listen, when they feel listened to”

**Dr Jane Nelsen, Positive Discipline, 2006**

### **Tiers of restorative approach:**

We aim that restorative conversations with actions and reflection will promote positive outcomes.

However, if behaviour persists or a pupil or staff member has been seriously hurt or the safety of the pupil or peers is compromised further actions may need to be taken including:

- Regular meetings with parents/carers
- Additional referrals to external agencies
- Suspension (please refer to suspension and exclusion policy)
- Managed moves (please refer to suspension and exclusion policy)
- Permanent exclusion (please refer to suspension and exclusion policy)

We aim to try all other possible strategies and seek support from wider professionals to try and prevent this from happening.

### **Additional information:**

#### **Staff induction, development and support**

As part of staff induction, all staff are introduced to and receive training on our relational approach.

Ongoing professional development is delivered for all staff both internally and by external providers. These are outlined in the school professional development plan.

#### **Pupil transition**

Our relational approach is shared through our school welcome pack and staff ensure new pupils are aware of class and school expectations and support.

#### **Banned Items**

Pupils must not bring the following items into school: knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, sexualised images or videos or any articles or items that are not deemed age appropriate. The headteacher or other members of staff are authorised to conduct searches if pupils are suspected of bringing into school any such items.