



OXFORD DIOCESAN
BOARD OF EDUCATION

POSITIVE RELATIONSHIPS (BEHAVIOUR) POLICY



National Support School
designated by



National College for
Teaching & Leadership

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*"Small school, big hearts.
Wise, responsible, kind like the Good Samaritan."*

Our Mission Statement

We are a caring, village school which promotes Christian values, where each child receives a high standard of education that is broad, challenging, exciting and encourages creative thinking. We encourage every learner to be the best they can be, to reflect and plan the next steps in their learning journey, demonstrating a respect towards others and contributing to the communities of which they are a part.

Our Vision

Our vision is to nurture unique individuals who are outstanding learners, demonstrating wisdom, responsibility and kindness within their communities. Using the Good Samaritan as our role model, we know that loving others as we are loved is upmost for happy, healthy lives.

Values

Wise - we think wisely and are committed to learning. We relish and retain knowledge and value high standards. We have high expectations, high aspirations and enjoy challenge. Like the wise man who built his house upon the rocks (Matthew 7), we think creatively and use learning to make good decisions. We have firm foundations for our lives.

Responsible – we are responsible for ourselves – our well-being, our behaviour and our learning. We strive to be the best people we can be and the best person for others. We have a responsibility to others inside and out of school and at times need to be patient, tolerant and courageous in demonstrating this. As Noah had to step up when God asked him to, so must we. We are a school family whose strength is in our ability to work together. We know that perseverance and hard work will bring reward and that resilience is about coping with challenges positively.

Kind - we are kind. Through support, nurture and understanding we all flourish. Each one of us is unique – on the outside and inside. We value diversity and respect difference. There are hundreds and thousands, millions of us but God knows everyone and God knows me!

Curriculum Intent

Our curriculum is designed around our Christian values. Each term, we focus on 3 values across the school and develop a working understanding of them through our choice of texts and foundation subject learning, embedding reading and maths at the core. Our approach is to deliver learning which excites and inspires, provides opportunity for recap and challenge, raises questions for debate, develops learners' confidence and enables independent learning to flourish. High standards, collaboration and valuing individuals' well-being is at the heart of this process. We believe that how we teach is as important as what we teach and that enrichment experiences are an entitlement. We want our curriculum to enable our children to be wise, responsible and kind in line with our school core values.



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Relationships are at the heart of all our work together in school. They determine the happiness and success of every child and adult. We know that the emotional climate in our school is vital. All children and staff need to feel a strong sense of human warmth as part of their daily life in school: **to feel connected.**

Happy children learn and get along well. It is our job to be vigilant in observing children and being proactive in supporting them to develop the skills of recognising and expressing their own emotions safely and without judgement. This will ensure confident, happy people who are in the best place to learn. Time invested in this pastoral support pays dividends.

Our values (not rules) guide our relationships and choices – be wise, be responsible, be kind.

Our Aims

- To develop outstanding, positive relationships through implementing clear strategies in the classroom and throughout the school to create a calm, supportive environment for work and play, in which respect and honesty prevail.
- To ensure children can recognise their feelings, talk about them and know when to ask for help.
- To involve pupils in understanding the importance of positive relationships in school, empowering them with a sense of responsibility for their own actions so that they can self-regulate their own emotions and behaviour.
- To foster a commitment towards encouraging positive relationships with others.
- To encourage pupils to be resilient learners who take responsibility and solve problems in their learning and social situations.
- To involve **all staff** in the implementation of and commitment to these strategies.
- To involve parents in the development of positive relationships.

Whole school approach

We use a **Zones of Regulation Approach** throughout school. Children are encouraged to recognise and communicate how they feel and if they are in a good place to learn. They are taught what to do to regulate their emotions through co-regulation which ensures that they are in the best place to learn and be kind to others. Some strategies they can apply themselves, or ask their friends for help and at times they will ask staff for help.

Ethos

In our school it is expected that children will seek to secure positive relationships **all** of the time – not only during learning time in the classroom, but at play-time, lunch-time, moving around school and during extra-curricular activities. However, we understand that life isn't perfect and sometimes things go wrong. We encourage our children to recognise when they are in a particular zone and teach them the strategies they can use to avoid negative feelings and remain positive. Our staff support children in this journey of self-awareness and self-regulation. Our pupils are taught to understand that they should be respectful to each-other and to all adults. We want our children

to take personal responsibility for their actions and to make good decisions about their relationships. Our pupils make good choices because they know it is right and we spend time demonstrating and discussing this. It is by using this shared language that together we can ensure this happens. We believe that good manners are a vital skill in life and encourage our children to be polite and courteous to others. We aim to ensure our children understand that how they present themselves to others is a key life skill. Saying hello and goodbye to each-other each day and remembering to say please and thank you is an important part of this.

Prevention and recognition is always best

We praise positive actions and use them as models of what we expect. We thank children when they have made good decisions, particularly in testing situations. We use weekly circle time and Zones of Regulation sessions in class to examine issues and demonstrate solutions.

Class teachers make time for and actively encourage children to talk about their emotions, thoughts and any worries and help them recognise the tools that they can use to solve problems. We provide access to an Emotional Literacy Support Assistant (ELSA) for children who need a period of additional support.

When things go wrong adults take the time to encourage children to talk about their feelings, thoughts, what happened and why. Staff also model the strategies that can help to put it right and to avoid the same situation happening again. We use a restorative approach to solving issues whereby children are encouraged to talk about what has gone wrong in their relationship in order to see both points of view and come to a resolution. All adults in school know this method and encourage children to use it by modelling.

Key Questions:

What happened?

How are you feeling?

Who else has been affected and how do they feel?

What needs to happen to put things right?

How will we stop it happening again?

All adults in school provide positive relationship guidance. A negative action is always addressed. Older children help to provide guidance to younger children and to each-other. They understand that they have a responsibility to do this. In September we take time to explore and discuss the expectations for our school and class and how our values can help us. We use an accompanying code of conduct. All staff are

particularly vigilant at this time to ensure children understand the expectations of our culture for the academic year.

Circle time happens weekly in each class. Teachers use Zones of Regulation approach in combination with the Jigsaw schemes of work to deliver a proactive approach to positive relationships. Objectives for these sessions are whole school - selected according to the time of year and the identified needs of the class. We recognise that circle time is a very powerful tool for helping to ensure problems are avoided and for times when they do arise, having strategies to deal with them.

Positive relationships

A positive mind-set is essential for effective learning.

Positive relationships will result when a child:

- understands and can express their own emotions
- has high self-esteem
- is given responsibility
- is interested and motivated
- understands the importance of respect for others and for the environment
- understands what constitutes appropriate relationships
- receives similar messages about what is appropriate at home and at school.

How we develop positive relationships

- Teaching children to understand what constitutes a positive relationship:
 - involve children in evaluating their own choices and recognising how they feel
 - apply expectations fairly and consistently and without judgement
 - display agreed expectations in the classroom based on our values
 - involve children in discussing aspects of positive relationships- e.g. being helpful, listening well, being polite, then acknowledging children who display these qualities.
- To promote children's self-esteem:
 - take all opportunities to praise a child's work or actions, individually, as part of a class evaluation or in a school assembly
 - ensure children understand good relationships feel good and are their own reward (intrinsic motivation)
 - ensure that children have work appropriate to their ability
 - ensure that where possible, support is available for a child who needs it
 - in organising activities, use a mixture of ability groupings
 - certificate of achievement, house-points and fruit of the spirit awards
- Giving responsibility:
 - set up classroom routines in which children are required to organise themselves
 - equipment, organising workspaces, class jobs
 - involve children in discussing our school values and how they help guide our actions
- Encouraging interest and motivation:

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- provide well-planned and varied activities during each term, in which children are presented with opportunities to reinforce knowledge and understanding, solve new problems, engage in practical tasks and work creatively
- organise special events during the year (e.g. class assemblies, trips, book weeks, sports days, etc.)
- Teaching children to understand the importance of respect for others:
 - ensure that staff in the school show respect for all children without judgement
 - create an atmosphere where children can talk to staff about their feelings, problems and concerns
 - involve the children in establishing procedures regarding class discussion time
 - use the curriculum to teach children about people with different lives to themselves
 - use PHSE Jigsaw plans to cross reference with this (circle time)
- Promoting a situation where children receive similar messages about appropriate relationships at home and at school:
 - inform parents of the school's Relationships policy, expectations and support strategies
 - communicate with parents when a child shows significantly positive or inappropriate choices
 - ensure that giving honest information about relationships is an item at parent - teacher interviews and on reports.

Code of conduct and Classroom charter

A Code of Conduct is drawn up annually in September and taken home to be signed and kept. There is class and whole-school involvement and the code is displayed in classrooms. Expectations refer to the classroom, other parts of the school, playtime and lunchtimes and are based on the school's core values. A Rights Respecting Schools Classroom Charter sets out everyone's right to be treated with respect is also discussed, displayed and referred to regularly.

When things go wrong

We encourage children to think about the effects of their actions on themselves and others at all times. Most occasions of negative behaviours in our school are solved by a reminder from staff. When necessary, a conversation will take place to remind the child of the expectations and the reason why positive relationships are important. We give children choices so that they have a way of taking control without losing face. An acknowledgement and commitment to future appropriate behaviours is often effective in improving the situation. We take time to talk through how the child feels and why inappropriate choices have occurred. We also remind the child of tools and strategies that could be used to support relationships. We accept that sometimes, people make mistakes but look for a commitment to resolve this in future. We know there is often, but not always a reason, why something has gone wrong. We understand that sometimes children are not in the right place to make a 'good choice' and give them time to be in the right zone to do this.

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When this does not happen and there is a repeated occurrence, a consequence may be necessary. This may be a loss of privilege or a missed break-time. On the rare occasion a pupil's choices affect the learning of others, they may be asked to sit in a calm area of the classroom or if necessary sent to work in the adjoining class. If this occurs 3 times in a short term, the Head-teacher is informed and speaks to the pupil. Parents are informed of incidents of negative choices, particularly if it has necessitated leaving the classroom so that they have a full picture of their child in school and there are no surprises.

At lunchtime, children will be reminded of expectations if necessary. A repeat of a negative behaviour will result in them coming inside to sit in the office or classroom. Class teachers will always be informed if this happens. A member of staff will take the time to talk through thoughts and feelings with the child and look at how to help them return to the green zone where they feel happy, calm, focused and ready to learn.

There may be occasions when extreme negative choices mean the involvement of the Head-teacher and parents is necessary at an earlier time. This relates to all incidents of a physical nature. Each case is unique and is dealt with according to the circumstances which surround it. Whilst the underlying principles about positive choices are applied consistently, the appropriate course for individuals will depend on strategies which are effective for them. The need to be proactive in preventing serious negative behaviours is essential and staff discuss strategies and personal 'tools' to support individuals when they are having a difficult time. This is not seen as treating a child differently, it is seen as an alternative provision to meet their needs and help get them back on track. Clear boundaries with care and understanding are vital. This is based on the belief that, "Nothing is more unequal than the equal treatment of unequal people." (Thomas Jefferson)

When an incident has occurred children complete a reflection sheet or draw a picture as a way of analysing what went wrong and how it can be avoided in future. This encourages the child to think about their thoughts and feelings, the zone they were in at the time and at the current time and how they can they can move back in the green zone. It can be scribed by an adult if necessary.

Incidents of negative choices are recorded on CPOMS so that all staff are kept informed, can offer the right support and track patterns in behaviour.

Additional support

Some children will need additional support and adapted provision. SEND pupils are particularly vulnerable, according to their needs. They may have an individual plan and/or a risk assessment which is used to avoid escalation and encourage positive outcomes. Consistency in following this plan is vital. It is shared with all staff working in school as well as the pupil and their parents. Daily targeting and support for these pupils is essential to ensure they are supported in managing their emotions, allowing them and others to learn, play and enjoy their day. An effective, respectful relationship with the class teacher and teaching assistant is key and this is achieved through relationship building, trust, consistency and follow through. The majority of staff in school have had trauma training and understand the specific approaches to support children with a range of SEND (ASD, ADHD, ADD, FAS, PAD). We know that each child is different and will have unique needs which require an individual set of

responses. Staff training is continuous and updated on a regular basis. We understand that for some pupils with additional needs negative behaviour is not a choice.

Formal disciplinary procedures

Serious inappropriate choices (e.g. bullying, malicious assault, theft) should be referred immediately to the Head teacher. It is advised that a witness (another adult if possible) should be present when a child is spoken to.

A member of staff would only restrain a child to prevent him or her causing injury to themselves or others. In this instance, the Head teacher or another member of the SLT should be sent for immediately.

Guidance for handling pupils is available in our policy. We have 7 members of staff who are currently Team teach trained.

Corporal punishment is illegal.

The Head teacher (or a deputy acting on their behalf) only, has the right to suspend a child. This action will only be taken following extreme negative behaviour (e.g. physical assault on a child or adult) or as a last resort following a series of incidents, including persistent disruption. The decision to suspend is never taken lightly and all other options should be explored beforehand. Parents should be aware if their child is at risk of suspension and should be involved in drawing up plans which seek to prevent this happening. At times, working outside of the classroom and away from peers may be an adequate sanction. A formal warning letter may be sent to parents in serious situations. Procedures for suspension follow statutory guidance. The Chair of Governors will be informed of any intention to suspend. (See Suspension and Exclusion policy).

Bullying (see Anti-Bullying policy)

Bullying involves the dominance of one pupil by another, or a group of others, is usually premeditated and most often forms a pattern of behaviour rather than an isolated incident. Reports of bullying are investigated closely. Staff act firmly and involve the whole class in support so that children know bullying will not be tolerated and have agency to stand up against it themselves. The Head teacher is always consulted. Parents are always involved and kept well informed of actions and future actions. All staff are aware of the need to be watchful for low-level 'banter' or implicit unkindness towards others which could escalate and cause hurt. We are aware of the likelihood of cyber-bullying; we support behaviour out of school to avoid this occurring and work with parents to deal with it when it occurs.

Action includes:

- zero tolerance
- talking to both parties separately and together
- requesting parents of all children involved to come in to school to discuss the problem
- drawing up a promise for future conduct
- making a record of action taken
- close monitoring – daily and weekly in the first instance
- all staff are made aware
- keeping a child/parent/teacher diary of incidents, to improve communication
- offering alternative provision which breaks a pattern



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External support

In drawing up specific strategies to support positive relationships, advice can be sought from the Cambrian Learning Trust, Education Psychological Service, CAMHS or the School Nurse.

Implementation

- Children are involved in discussing and implementing this policy
- School values and the code of conduct are displayed in school
- Daily encouragement and use of policy in practise

Review

Policy to be reviewed each September.

How we will know the policy is working

It is consistently applied by all throughout the school

Application by children of the zones of regulation and appropriate choices

Children remind each-other of good conduct and positive relationships

There are few incidents of things going wrong

Learning is highly effective and the school culture highly positive

Children are responsible and happy

APPENDIX 1

BUCKLAND SCHOOL VALUES: BE WISE, BE RESPONSIBLE, BE KIND

THIS MEANS WE:

- *Treat others with kindness and respect*
- *Always do our best*
- *Recognise our feelings and know some tools to help.*
- *Know when to ask for help from others.*
- *Keep hands, feet and objects to ourselves*
- *Do what **all** adults in school ask of us*
- *Make good choices when we can*
- *Listen whilst others are talking*
- *Speak appropriately*
- *Look after equipment and our school environment*
- *Always walk in and around school*

Rewards

- Feeling good about yourself! (Intrinsic motivation is always the best.)
- Praise or a smile from the teacher (on a 1:1 or in public)



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- Positive feedback to parents
- Class award / Golden time
- Being given a special job to do
- A card on the Fruits of the Spirit tree in class
- A mention in achievement book / certificate in assembly
- Head-teacher's award / visit