

## Promoting Positive Relationships

Status	Date
Teaching Staff	July 2022
AGC Governors	July 2022
Revision due	Summer 2023

### Our Vision and Values

At Wansdyke we believe that, in accordance with the values of our school and Futura, everyone will work collaboratively and constructively with children to ensure they understand the expectations we have in terms of behaviour and conduct. This is based on a commitment to spend time ensuring children are given clear boundaries, encouraged to reflect on and learn about how their behaviour affects others and to support them in developing empathy with those around them. This will be fostered within a calm and purposeful environment in which the development of respectful relationships is seen as a priority. We will communicate clearly with parents about important issues or events regarding the behaviour of their children and work in partnership to support their child/ren.

### Statement

This policy was based on Guidance provided by Bristol Local Authority and has included input from members of staff, representatives from the governing body, parents and carers, pupils and students. Some text has been taken directly from Bristol Local Authority's 'Relationships and Belonging Approach'. There are other policies listed below which also work alongside this one.

### Purpose

This policy is for all staff, pupils / students, parents and carers, governors, visitors and partner agencies working within the education setting providing guidelines and procedures as to how our educational setting supports and responds to behaviour.

### Policy Aims

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect for all
- To help all to develop and maintain a sense of worth, identity and achievement
- To help all to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To develop in all the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.

We hope to achieve these aims through a policy that is based on rights, responsibilities and respect. Praise, rewards, privileges, and positive role-modelling support the development of self-discipline and the capacity to make positive choices.

### Key Premises of the Bristol's, 'Relationships and Belonging Approach'

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Behaviour is a form of communication.
- We take a non-judgemental, curious and empathic attitude towards behaviour.
- We put relationships first.
- We maintain clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure. Sanctions can shame and ostracise children and young people from their peers, education setting community and family, leading to potentially more negative behaviour.
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children and young people are within their control.

- Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children and young peoples' SEMH needs.
- A whole education setting approach to achieve authentic inclusion and wholehearted learning.
- This guidance promotes the idea that the Social Emotional and wellbeing needs of all should be at the heart of the education setting and supports a foundation to enable access to learning for all.

### **Read, Write, Inc 'Silent Signals'**

We need children to focus on their learning. This means practising routines until they become second nature to both teachers and children. When everyone uses the same routines effectively, children are in no doubt of the expectations when they move across different groups, work with different staff or transition into the next year or key stage. Teachers also won't waste time in establishing a new set of routines. For these reasons, we use the following silent signals:

- Team stop signal
- Turn to your partner (TTYP)
- Perfect partner signal
- My turn, your turn (MTYT)
- Magnet eyes
- 1, 2, 3
- Silent handwriting signal

We have these same expectations for behaviour during specific 'whole school' activities such as assemblies.

### **Restorative Justice**

We operate an approach that can be defined as Restorative Justice with regards to managing conflict between children. The key principle is around bringing both parties together to discuss the incident in a calm and managed environment. The adult who facilitates the process does not sit in 'judgement' but supports both parties to come to mutual agreement. This will be through discussion or, if more helpful for some children, written reflection. We ask all parties key questions, such as:

- What happened?
- How did you feel at the time / how do you feel now?
- How did you feel before / what was it like before the incident?
- What would you like to see happen to move forward?
- Have you been listened to and had a chance to share your views?

We also ask the following questions to help those harmed by others' actions:

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

This approach enables the children to identify the issue and work together on a mutually supportive and respectful solution. This approach should be applied at all opportunities to encourage children to reflect upon their chosen behaviour.

### **Wansdyke Rules**

The following are the set of rules which all staff will refer to when setting expectations with children and talking about things when they go wrong. These rules will be displayed centrally with teachers having a copy to hand to use when needed.

Be kind  
 Be honest  
 Try your best  
 Respect people and property

## **Lunchtimes**

In the dinner hall, children should line up quietly, be polite when receiving their meal and follow any directions from adults in charge. After the meal, children should clear their eating area, leave the dining area quietly and walk to the relevant playground.

On the playground, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff. All children should feel safe outside and must be made aware of the play ground rules (displayed on each playground) and the importance of informing an SMSA if they have been hurt, are being bullied or harassed. The adults on duty are responsible for ensuring that all children are safe; that the playground rules are being adhered to and that any incidents are being properly dealt with within the restorative framework.

Throughout lunchtimes, children are expected to respond to the 'Team Stop' signal in the same way that they would in their classroom.

## **Rewards**

### **House Points**

Children can be given a house point by any adult in the school for: good manners, effort, behaviour, achievement etc. There must only ever be one house point given at a time. To represent the 'HP', children place a coloured counter (according to their house) into a container within their classroom. At the end of a week, all counters are emptied into central containers, kept in the hall. At the end of a term, the house with the most counters are celebrated in assembly with the house cup presented to the Year 6 house captains. Children in the house are given an extra 20 minutes play time.

### **Class Reward**

Every class has a container in which the whole class can collect tokens in order to work towards a shared reward. The reward will be linked to the curriculum.

### **Stickers**

These can be given for good effort, progress or achievement in children's work. They should not be given for behavioural reasons. Stickers should be stuck in books or on a child's jumper.

### **Certificates**

Certificates will be awarded weekly in celebration assembly, with the work shared i.e. read out by the child or displayed on the screen, as appropriate. Only two certificates should be awarded by each class every week. Certificates are coloured according to the children's house and also earn a HP.

### **Secret Learner**

At the start of every day, a 'secret learner' is identified by a teacher. At the end of the day, the teacher will name the secret learner and explain that they have met the criteria that the teacher was looking for e.g. lining up correctly, managing distractions etc. If the secret learner did not meet the criteria, the child is not named and the teacher simply explains that unfortunately the secret learner did not manage to show whatever was being expected. If the secret learner does meet the criteria, they earn 2 HPs for their house.

## **Sanctions**

In our school, it is expected that all staff will speak clearly to children, regarding their behaviour, using the responses to behaviours listed below. Please note the following:

- Staff should always speak directly to children about their behaviour and address any problems at the time. Children should not have to 're-live' their behaviours by listening to adults talking about them or the event that has taken place. If information about a child's behaviour does need to be passed on, in front of the child, e.g. to the class teacher, it must be done in a way that does not put the child down.
- Staff should avoid 'amplifying' any negative behaviours to other children e.g. by speaking to another adult in front of a whole class or stopping everyone in the hall.

- If children have an IBP (Individual Behaviour Plan), this is likely to supersede the sanctions as they have been written and listed below. This is in line with our approach of 'equity', not 'equality'. Sanctions will still be in place for the child and he/she could still be internally or externally excluded.
- Our staff will do everything they can to support children's positive behaviour, including referring to external agencies.
- There will always be a degree of discretion exercised when dealing with children's behaviour. This might be due to the immediate context, repetitiveness, whether the behaviour was witnessed by an adult or other children etc.

<u>Behaviour</u>	<u>Response</u>
Child is well behaved but not focused on their work (day-dreaming, looking around, wasting time chatting etc) i.e. non-disruptive.	<p><b>Non Verbal</b> A look, standing near the child, reminder of the Wansdyke Rules, praise children nearby who are showing positive learning behaviours.</p> <p><b>Verbal Request</b> "<b>Name</b>, please can you... <b>desired behaviour</b>".</p>
Check-in with individual if a non-verbal warning has not changed behaviour or a child is acting 'out of character'.	" <b>Name</b> , are you OK? I noticed that..."
<p><b>Warning</b> Rudeness to staff, throwing small equipment, continual talking, refusal to follow instructions etc</p>	" <b>Name</b> , I am giving you a warning because you are... <b>unwanted behaviour</b> and you need to... <b>desired behaviour</b> ."
<p><b>Restorative Conversation</b> Disruption to learning. Rudeness to staff, swearing heard by other children, throwing equipment, continual talking, refusal to follow instructions.</p> <p>At lunchtimes this may include children being rough with each other i.e. overly physical.</p>	<p><b>Conversation</b> to be held between member of staff who was involved in the activity. Head or DH to be called for if needed to join in the restorative conversation if it is at a significant level or repetitive.</p> <p>"<b>Name</b>, please come and talk to me. I gave you a warning but you have continued to _____. What can we do to resolve this? Is something wrong?..."</p> <p>(Conversation to ideally take place outside the classroom or at least away from other children. On the playground, the child should be taken to a quieter and less crowded space).</p>
<p><b>Limited Playtime</b> Hurting another child, swearing directly at an adult, spitting, refusal to follow adult instruction, throwing equipment, leaving the classroom.</p> <p><b>Parent informed</b></p>	<p>"Because you have _____, I am limiting your playtime (this might be immediate or the following break)"</p> <p>Examples of activities that it may be appropriate for children to do: write an apology note/letter, draw a reflective picture, sit and reflect on behaviour, tidy something up, set something up for the next lesson etc. At playtimes, an SMSA might take a child inside for one of these activities. An adult should be present with the child for this time, to keep the child safe and provide support to improve behaviour moving forward.</p> <p>Recorded on CPOMs by the member of staff, according to the situation. This might also depend on whether the behaviour is becoming repetitive and if so, further triggers need to be explored and provision tweaked, with the support of SENCO/SLT/outside agencies.</p>

<p><b>Internal Exclusion</b> Continuation of playtimes being limited. Deliberate violence towards a child, incidents of discrimination, upturning furniture, throwing equipment at others.</p>	<p><b>Sent to Deputy Head or Head</b> Possible sanctions: Isolated from class for AM/PM Exclusion from the playground and/or dinner hall Letter and phone call home Meeting with parents/carers</p> <p>Recorded on CPOMs by DH or Head</p>
<p><b>External Fixed term Exclusion</b> Physical violence towards staff, leaving the school grounds, climbing on school property. Anything within internal exclusion section which is repeated or more extreme.</p>	<p><b>Sent to the Head teacher</b> The head will then decide possible sanction: Fixed term exclusion Lunchtime exclusion Meeting with parents/ carers</p> <p>Recorded on CPOMs by DH or Head</p> <p><b>Return to School Meeting</b> Either the Head or DH will meet with the child and parents/carers. The purpose of the meeting is to set up the child for a positive and supported return to school.</p>
<p><b>Permanent Exclusion</b></p>	<p>Our school will do everything possible to avoid permanently excluding a pupil.</p> <p>A permanent exclusion of a pupil would only take place if a serious breach or persistent breaches of our school's expected behaviour has taken place. All contributing factors to a child's behaviours would be taken into account before making the decision to permanently exclude.</p>

### Policy Links

This Behaviour Regulation Policy links to the following other policies we hold in our setting: Please add links to relevant policies, and delete any aspects of this policy which are covered in other policies – for example

- PSHE Education Policy
- Anti-bullying Policy
- Futura Equality Policy
- Health and Safety Policy
- Safeguarding Policy
- Positive Handling policy
- E-safety policy
- Futura Exclusions Policy

Signed..... (Chair of AGC)

Date.....