

# **Gwladys Street Community Primary and Nursery School**



## **Relationship Policy**

**Final draft - 22nd May 2023**

## **School aims**

We want our school to be one:

1. Where everyone has access to an engaging, creative and challenging curriculum that promotes a love of learning.
2. Where everyone feels safe, happy and secure in our learning community.
3. Where everyone works in partnership with the wider school community.
4. Where Golden Opportunities are provided in an Inclusive Setting.
5. Where everyone respects each other and works as a team to achieve our GOALS.
6. Where children develop lively, enquiring minds, self-confidence and independence.
7. Which promotes a healthy lifestyle and positive, spiritual and moral values.

## **Policy Objectives:**

- To provide guidance to class teams, parents and carers, governors and other stakeholders on how to support our pupils to self-regulate, manage their behaviour and feel safe so they are ready to learn.
- To provide a framework for our collective beliefs, understanding and insight into human behaviour as it relates to pupils with complex learning needs
- To provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behavioural needs.
- To underpin our beliefs with evidence-based practice and current research

## **Legislation and statutory requirements**

This policy is based on advice from the Department of Education (DfE) on:

- Department of Education. (2022). Behaviour in Schools, Advice for Headteachers and School Staff.
- Department of Education. (2022). Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England.
- Searching, screening and confiscation at school (July 2022)
- The Equality Act (2010)
- Use of reasonable force in schools (July 2013 currently under review/consultation May 2023)
- Supporting pupils with medical conditions at school (August 2017)
- Department for Education. (2018). Mental health and behaviour in schools.
- Department of Education. (2015). Send Code of Practice.
- Department of Health. (2015). Future in Mind. Promoting, protecting and improving our children and young people's mental health and wellbeing.
- Education Endowment Foundation, EEF. (2019). Improving behaviour in schools.

It is also based on the special educational needs and disability (SEND) code of practice.

Other policies and documents that should be read in conjunction with this Policy are;

- Attendance
- Understanding Attachment and Trauma
- Safeguarding and Child Protection
- SEND
- Code of Conduct
- Mental Health

- Administration of medication
- Attachment and Trauma Sensitive Approach Policy
- Exclusion Policy

### **Rationale**

This Relationships policy is the cornerstone of the culture of school. It is a culture of respect for all, equality of opportunity and endless tenacity to remove barriers for both child and adult success in life. All staff and children contribute to this culture. This is what makes Gwladys Street Community Primary and Nursery School unique.

At Gwladys Street Community Primary and Nursery School we are very clear about our culture. Irrespective of behaviour expectations at home or whilst playing on the streets at the weekend.

We expect all of our community to reflect our school values of TEAM.

**T** – Trust, listen and respect

**E** – Enjoy everyday

**A** – Achieve and believe in ourselves

**M** – Make everyone feel safe and welcome

Pupils are expected to know and show these on a daily basis in school and when out in the community.

How we do it is not based on a punitive set of rewards and consequences, but is encapsulated in the relationship between adult and child and the relentless investment into the quality of this based on identifying and promoting self-esteem, self-worth and high expectations.

This is first and foremost, brought about by the adults. All the adults. Every...single...adult.

### **Routines to support our Relationship Policy**

1. Meet & Greet
2. Daily Check-ins
3. Yoga and Mindfulness
4. Support for all
5. Teaching expected behaviour
6. Praise
7. Merit assembly and recognition
8. Consistency in Practice

These aspects underpin our whole school and are the basis for how we form meaningful relationships – adult to adult, child to adult and child to child.

#### **1. Meet & Greet**

At Gwladys Street Community Primary and Nursery School, the teacher and staff positively greet each learner at the start of every day. We do this to make our pupils feel welcome, and our Senior Leaders and Inclusion Team do this on the school yard, modelling the expectation for all. Adults smile, use an appropriate verbal greeting and are encouraged to be inventive, to come up with their own positive way of welcoming each child is one of the actions that sends a clear message to all that *'This is How We Do*

it'.

## 2. Daily Check-ins

Our Zones of Regulation specialise in feelings and is a simple way for our children to think about, talk about and regulate their feelings.

At the beginning of each day and after lunch, our staff and pupils spend time checking in. Pupils use our Zones of Regulation colours to share how they are feeling. Pupils at this point, can request a 1 to 1 check-in, allowing them to have an individual conversation away from the class.

Each class has a Zones of Regulation Wall with key vocabulary to support pupils in expressing their thoughts and feelings.

In the Early Years, some pupils find it difficult to communicate therefore, pupils place their image in a Zones of Regulation pot and staff are then able to have individual check-ins with pupils needing additional support.



On this wall, pupils also display their 'Helping Hands'. These hands identify 5 specific adults that they feel they have a connection with and would seek them for support.

## 3. Yoga and Mindfulness

Daily, our pupils will participate in yoga and mindfulness time. School uses <https://yogabugsvirtual.com/welcome/> to support this session.

Both yoga and mindfulness aim to quiet the mind, in order to cultivate a deeper connection to and understanding of the self. They both teach you to tune into your breath, pay attention to bodily sensations, and learn to accept reality as it is in that moment.

This time allows our pupils to regulate ready for learning.

To support this, all classrooms are clutter free and have minimal distractions. All backing boards are backed in blue paper.

#### 4. Support for all

It is crucial that the needs of our pupils are met to support their behaviour for learning. At the beginning of every year, class teachers meet to discuss each individual pupil, gaining an in-depth understanding of their strengths and requirements.

Alongside this, some pupils may need support through;

- One Page Profiles
- Reduced Timetables (Authorised by the Local Authority) Lasting no longer than 8 weeks unless there are specific barriers
- Inclusive classrooms – fidget toys, standing tables, calming music, fragrance diffusers
- Individual, personalised timetables
- Individual, small group personalized activities to break up the day with support from Calm Central Staff
- Sensory Circuits and access to our sensory rooms
- Regulation Rooms (located in all buildings) where pupils can take themselves to regulate with adult support

#### 5. Teaching expected behaviours

At Gwladys Street, pupils are taught behaviour expectations if an incident occurs, e.g. pupils do not walk through the school quietly, incidental teaching opportunities are used to discuss and practice the expected behaviours.

This also includes 'Restorative Practice' techniques where pupils are supported to building relationships.

### Restorative Questions- follow the script

#### **Accused Wrongdoer:**

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since
- Who has been affected by what you did?
- In what way have they been affected?

#### **Potential Victim:**

- What Happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?

**Last Question:** What do you think needs to happen next?

## 6. Praise

All adults provide all our pupils with positive praise explaining why this is given, e.g. Well done ..., I can see that you are focused on your learning.

All adults can recognise and award pupils with Class Dojo's linked to our TEAM ethos and stickers. Class Dojo's **cannot** be removed once earned.

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- a. Praise should always be as specific, targeted, public and as sincere as you can make it. This is what gives it power.
- b. Warnings should be calm, private conversations or re-directions that only the child who it is intended for can hear.
- c. Speak to children calmly, with the greatest of respect, and be positive.
- d. We never shout, express negativity, or use sarcasm and derogatory tones.

### **Adult Language** (including body language and use of voice)

We are careful what we say and how we say it.

#### **Respectful**

- Non-Judgmental – (Separate the deed from the doer)

#### **Firm and Fair**

- Engage pupils in learning about the effects of their actions
- Make sure the reason for a decision is always understood
- Set clear expectations for the future

#### **Restorative**

To help pupils understand the effects of their actions and the importance of taking responsibility to make things right.

## 7. Merit Assemblies and recognition

Each Friday, we hold merit assemblies, this is where we come together to celebrate the wonderful things our pupils have achieved in and outside of school. It is also a time to reflect on our week and our attendance.

Pupils are recognized for their contributions to Reading, Maths, Good behaviour, other curriculum achievements and our 'TEAM' certificate linked to our TEAM ethos.

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The 'TEAM' certificate explicitly shows the link to our ethos and the strand achieved is highlighted on the certificate. These certificates are displayed for the following week in each Key Stage hall and are shared with our community via our weekly newsletter. A postcard is also completed by the class teacher for this

child and handed to the office each Friday. These will be posted to the parent of the child.

### Additional Recognitions

Within school, we have additional recognitions that are provided for exceptional behaviour or learning. These are distributed by the Head Teacher or Deputy Head Teacher after being notified by the class teacher or another member of staff within the school.

Other recognitions which are provided by outside agencies e.g. football tickets, hampers etc are distributed using a system which is fair and inclusive. Pupils' names are drawn publicly from a set of criteria which is shared with the SLT before the draw.

### A phone call home or conversation on the yard

We expect staff to telephone or have a positive conversation on the yard at least once a week with a parent/ carer to give positive praise about their child. This is recorded on CPOMS.

In addition, we expect staff to make a conscious effort to speak to parents at the beginning or end of the day and provided them with a positive comment about their child.

Sometimes, this can also be done via Parent/ School Communication books for identified pupils.

### Behaviour expectations (Levels of Restorative Conversation)

Adults in school are clear about the minimum standard of behaviour that we expect. We deal robustly with poor behaviour. If pupils choose not to follow the rules there is a structured response to help get them back on track:

L e v e l o f R e s t o r a	First instance	Supportive	<ul style="list-style-type: none"> <li>● Private, low-key explanation of rule broken.</li> <li>● Calm, clear and supportive re-iteration of expectation to the child</li> <li>● Adult explains the behaviour they are looking for and encourages this.</li> </ul>
	Second instance	Firm	<ul style="list-style-type: none"> <li>● Teacher takes the child to a quieter area (for privacy).</li> <li>● Private, low-key explanation of rule broken (<b><i>calm but firmer</i></b>). Re-iteration of expectation to the child 'shining a light' and explaining what they have done which is inappropriate.</li> <li>● Offering a negotiable and non-negotiable, e.g. <b><i>You can either complete your work in class now or you will complete your work at breaktime or at home.</i></b></li> <li>● Adult explains the behaviour they are looking for and encourages this (this time, the adult concentrates more on making sure they catch the pupil doing the right thing to praise.)</li> </ul>

t i v e C o n v e r s a t i o n	Third instance	Escalate d	<ul style="list-style-type: none"> <li>• Reminders and positivity have not had the desired effect, and the pupil is not meeting basic expectations.</li> <li>• Private, low-key explanation of rule broken (<b><i>calm but firmer still</i></b>). Re-iteration of expectation to the child 'shining a light' and explaining what they have done which is inappropriate.</li> <li>• Offering a negotiable and non-negotiable, e.g. <b><i>You can either complete your work in class now or you will complete your work at breaktime or at home.</i></b></li> <li>• The adult will discreetly contact a member of staff to support in this order; <ul style="list-style-type: none"> <li>• Member of Calm Central support staff</li> <li>• DSL</li> <li>• Inclusion Manager or SENDCo</li> <li>• Deputy Head Teacher</li> <li>• Head Teacher</li> </ul> </li> <li>• The child is taken outside the classroom by one of the above staff, with privacy, for a behaviour coaching conversation, to explore what has gone on, attempt to get to the heart of the problem, clearly and very firmly re-iterate the expectation and also make absolutely clear that one further episode of behaviour will result in a conversation with their parents.</li> <li>• <b>The incident is recorded on CPOMs.</b></li> </ul>
	Fourth instance	Serious	<ul style="list-style-type: none"> <li>• The Head Teacher or Deputy Head will be discreetly contacted and asked to come to class. There will then follow a formal coaching conversation with the Head Teacher or Deputy Head Teacher outside of the classroom, and the child will spend the remainder of the lesson completing their task in another classroom (Time for reflection)</li> <li>• <b>The incident is recorded on CPOMs.</b></li> <li>• <b>Parents are notified</b></li> </ul>

### Serious Behaviour

Any behaviour which is so extreme that it would be inappropriate for it to be dealt with via the 'Level of Restorative Conversation' grid, should be referred straight to the Head Teacher or Deputy Head Teacher. This will result in a formal behaviour meeting with parents and potentially reflection time in another class/ space away from their class for a period of time. Repeated instances of serious behaviour would trigger a behaviour review to develop a tailored approach for that particular child with the support of the SENDCo. This would be done in consultation with parents/carers.

When a pupil is having reflection time, class teachers must provide work and check in on the child throughout the day or period of reflection.

**Gwladys Street Community Primary and Nursery endeavours to avoid fixed term and permanent exclusions.**

### Restorative Conversations

We use 'Restorative Conversations' to encourage children to reflect on their behaviour choices. This is a strategy used when tempers have frayed, when manners have disappeared and when things have been said/done that should not have (not every incident needs to be resolved in this way). The adult who dealt with the event(s) leads the conversation, after the incident and once the child has had a chance to calm



down. We do this to teach children that their behaviour affects the people around them, and it is a prime opportunity to explicitly teach behaviour expectations.

### **Restorative Questions – follow the script**

#### **Accused Wrongdoer:**

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?

#### **Potential Victim:**

- What happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?

#### **Last Question:**

- What do you think needs to happen next?

### **8. Consistency in Practice**

To ensure all the above work effectively, we must have;

- **Consistent language; consistent response;** Simple and clear expectations reflected in all conversations about behaviour.
- **Consistent follow up;** Ensuring ‘certainty’ at the classroom and senior leadership level never passing problems up the line, teachers/ LSAs taking responsibility for behaviour interventions, seeking support but never delegating. A team approach.
- **Consistent positive reinforcement;** Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- **Consistent, consequences;** Defined, agreed and applied at the classroom level as well as established structures for more serious behaviour.
- **Consistent, simple expectations;** Referencing appropriate behaviour
- **Consistent models of emotional control;** Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.
- **Consistency reinforced rituals and routines for behaviour;** In classrooms, around the school, at reception, in the dining hall, on the playground etc.