

Relationships (Behaviour) Policy



Approved by:	Nurture Academies Trust	Date: March 2022
Last reviewed on:	March 2022	
Next review due by:	September 2022	

Background

Relevant Government advice and guidance has been used to inform this policy and should be considered alongside it.

[Keeping-children-safe-in-education--2021](#) (Statutory Guidance)

[Behaviour-and-discipline-in-schools](#) (Advice for Schools)

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2> (Advice for Schools)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf (Advice for Schools)

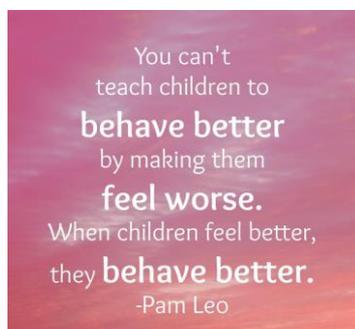
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf (Advice for Schools)

In addition, a number of books, publications and training (listed in the Appendix) have also informed the policy.

1. Beliefs

Our core belief is that our relationships policy supports the mental well-being of adults and children. These beliefs are rooted in establishing and maintaining positive relationships.

The following beliefs are based on a school culture that is co-operative, open, curious, inclusive, respectful, progressive, courageous and outward facing.



It is our belief that:

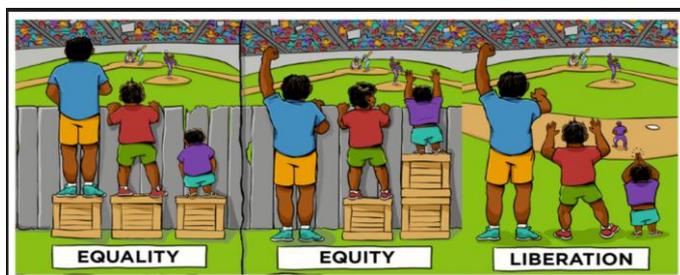
- The highest standard of behaviour is expected from all pupils and staff and all should feel safe at school at all times.
- Each person is responsible for their own actions and behaviour.
- All staff are responsible for actively and consistently focusing on rewarding positive behaviour.
- A restorative approach to behaviour is more effective and ethical than a punitive approach. 'Why Crush behaviours with punishment when you can grow them with love?' P Dix 2017.
- All unacceptable behaviour choices have a clear consequence, consequences are proportionate to the level of unacceptable choice which is applied through restorative practice.
- Children should not be shamed by adults. This is not an ethical or productive strategy, either for improving inappropriate choices, or when repairing relationships.
- Children who have suffered a number of ACE's (Adverse Childhood Experiences) may need more support with their behaviour.
- Maintaining good relationships between pupils and between staff and pupils is fundamental. When staff use intimacy, warmth, good humour and trust they support and engage with pupils in a caring, appropriate way.

- Nurture and attachment principles underpin the provision of a predictable and safe environment, where security is promoted through consistent routines and clear boundaries.
- Beneath every behaviour there is a feeling, and beneath every feeling there is a need. When we meet the need rather than focus on the behaviour we begin to deal with the cause and not the symptom.
- Insecure attachments and trauma have an effect on behaviour.
- When identifying inappropriate behavior choices, it is always helpful to separate the behavior from the child. For example “Grabbing the toy was an unkind thing to do.” Rather than “You are unkind.”
- Working closely with parents is essential to supporting pupil’s behaviour.
- We all make mistakes and these are useful for learning. We view mistakes as learning opportunities for both adults and children.
- It’s OK to talk about even the most difficult subjects.

“I’ve come to the frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power To make a child’s life miserable or joyous. I can be a tool of torture, Or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides, Whether a crisis will be escalated or de-escalated And a child humanized or de-humanized.”

Haim Ginott

2. Aims



Equality means ‘sameness’. Under equality, every person gets exactly the same thing regardless of whether it is needed or not. Equality only works if everyone starts from the same place.

Equity on the other hand means fairness’. Everyone, regardless of their starting points has access to the same opportunities because they are supported in different ways through an equitable approach.

It is our aim to ensure that every child:

- Is treated with equity, including taking into consideration any SEND.
- Knows, understands and keeps the School Rules: Be safe, be ready, be respectful.
- Is able to put themselves in other’s shoes and see situations from another viewpoint.
- Is supported by staff to have a voice to tell people if they are harmed and to acknowledge the impact when they have harmed others.
- Is able to accept the consequences of their actions and restore the relationship.
- Who finds it difficult to self-regulate is provided with additional support and strategies.
- Knows their rights, knows what to do if they are unhappy about something and knows what it means to give true consent.

- Can make the healthiest short-term and long-term choices in order to keep themselves safe.

3. School Rules and Routines

- School Rules-These apply to all children in all context. The rules are displayed in all classrooms and around school.
Be safe
Be ready
Be respectful
- Routines.
At any time when an adult raises their hand, all pupils stop, are silent and put everything down.
Adults may count down from 3 to gain pupil attention at the same time as raising their hand.
All staff and pupils walk quietly in single file down the corridor.
All pupils enter and leave the assembly hall in silence.

4. Praise and Rewards

- Rewards should never be removed, later negative behaviour does not negate the initial positive behavior choice.
- Informal rewards given specifically include:
 - A smile, a 'thumbs up' signal or verbal praise.
 - Formal acknowledgment
 - Stamps on reward card and reward trolley.
 - Contribution to a team effort e.g. a marble or shell in the jar, awarding of a class star, additional playtime etc.
 - Stickers, postcards, or texts home.
 - Stickers awarded for exceptional work from the class teacher or SLT member.
 - Individual reward charts for specific children for a set amount of time.
 - 'Always children' certificates and prizes half termly.
- Formal Rewards include:
 - Two children (Reader of the week and star of the week) are chosen each week for assembly. Over the year each child in the class is chosen at least once.

5. Preventative Support

The amount of staff intervention required to support pupils to regulate their behaviour is based on each pupil's level of development, individual needs and the circumstances. Below are some suggestions of preventative support that adults can provide to help pupils make the right choices:

- Use of sensory breaks or change of seat.
- Praising positive behaviour of others near to the child.
- Use humour, distraction, proximity.
- Using Zones of Regulation to help child to identify their feelings.
- Catching a child's eye, using gestures.
- Remind of school rules, task they have been asked to complete or instruction to follow.
- Prompting to use the concentration station.
- Break the task down. Complete.....by the time I come back round. Write up to this line by 10 O'clock.
- Reminder of reward chart for identified children.
- Reminder of a previous time when the child overcame their difficulty.
- Use assertive sentence stems:

You need to...
I need to see you...
I expect...
I know you will...
Thank you for...
I have heard what you said, now you must...
We will...

6. Restorative Discussions

- Following any kind of disagreement or breach of school rules all parties take part in a restorative discussion.
- Everyone must be given enough time to calm down before the restorative discussion takes place.
- Pupils can conduct the restorative discussions themselves depending on their age, and the severity of the disagreement. Otherwise it must be an adult that was involved in the incident who supports with the discussion.
- All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach, and the language used in discussions is fair, consistent and respectful.
- Discussions are held in a calm, quiet, private place.

Both the victim (if there is one) and perpetrator attend the restorative discussion and the following questions are asked:

- 1) What happened?
Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
- 2) Who did this affect? Staff, pupils and others. Include others who witnessed the incident.
- 3) How did it make you feel? How did it make them feel? How has the victim been affected by what you did?
What each person was thinking and feeling at the time, before and since.
- 4) What needs to happen now to fix it? What are the consequences? What do you think needs to happen to make things right/to repair the relationship? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? With support the pupils form their own agreement. When possible, and as appropriate to their age and stage of development the children identify appropriate consequences.
- 5) How can we stop this happening again in the future? How can we work together to prevent this happening again? What could the pupil do differently next time? At what point in the sequence does different action ne? Does the child need a reminder eg social story, visual/written plan of action etc?

7. Behaviour Responses

All behaviour has consequences both good and bad and will be proportionate, decided by both the adult and the child.

All behaviour choices that are in breach of the school rules, results in proportionate consequences for the pupil who has made the wrong choice.

The main consequence is a breakdown in the relationship which then needs to be worked on to restore it. Other natural consequences include having to tidy a mess up, pay for a breakage, fix something that's been damaged or missing out on the next task because the previous one hasn't been done.

Sometimes it is appropriate for the pupil to have additional consequences.

All consequences are proportionate and designed as a restorative learning process and will result in a reduction of the poor behavior choices.

The antecedent to an incident must also be considered when agreeing on appropriate consequences.

Examples of consequences are below:

- Apologise or write an apology card.
- Time out in opposite class.
- Play away from the other child who they are always arguing with.
- Apologise to a peer and have lunch with them after being unkind.
- Complete the work not completed in the lesson in the child's own time eg at playtime or at hometime.
- Help Site Manager to mend something after damaging it.
- Spend own time with SLT to reflect on the situation and how to move it forward.
- Meeting with parents so that they can support to improve behaviour.

These incidents are dealt with by the staff member who was present and should be recorded on CPOMS by that staff member under the correct behaviour tag.

Occasionally, due to a child's specific needs there may be some instances when a staff member who is more familiar with the child will deal with the incident. The adult involved must pass the information on to the other member of staff as soon as is possible after the incident.

Only for more serious relationship breakdown and/or severe behavior choices SLT are involved in the restorative discussion and the agreement of consequences.

This includes incidents of peer on peer abuse which can include bullying, (including cyber bullying), sexual violence and sexual harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling, sexting and initiating/hazing type violence and rituals. Incidents where any kind of serious discrimination has taken place eg racism or homophobic.

Examples of consequences are:

- Additional work to learn about the protected characteristics, mutual respect and British values.
- Inform parents and agree on consequences together e.g. paying for something, an amount of time indoors during playtime.
- Conduct more in-depth work on recognising feelings, self-regulation and relationships, using books and resources with member of SLT or as part of a series of interventions.
- Work with PCSO on the rule of law and acceptable behaviour.
- Could include a fixed term exclusion.

All these incidents must be recorded on CPOMS under the correct tag/s eg bullying, racism, homophobic etc.

8. Staff Support Systems

- Some staff are trained in physical intervention techniques. On occasions these staff may need to use reasonable and proportionate intervention to keep everyone safe. All children who require physical intervention have a Positive Handling Plan (PHP) in place.
- Pupils with SEN have within their Support Plans details on the bespoke strategies for staff to use with them.
- A member of SLT is available on site to assist with a particular student or incident should assistance be needed.
- On occasions staff are enabled to take an additional break to aid their wellbeing.
- Accurate and factual information about vulnerable pupils is passed onto staff as appropriate.
- Information is accurately and regularly recorded on CPOMS, without opinion, and relevant staff are copied in for information.

- Staff share and discuss with each other in a professional, positive, and supportive atmosphere in the right setting, context and time.
- Staff support each other. If another member of staff is dealing with a difficult situation they offer to help “Do you need some help?” To accept help is seen as a sign of strength. Staff use the ‘change of face’ strategy.
- If a member of staff has had a particularly difficult day with a group or an individual pupil, then there are opportunities to talk it through with a member of SLT.

9. Mental Health and Emotional Wellbeing

As a school, we are committed to supporting the emotional health and wellbeing of our pupils and staff. Our supporting and caring ethos is respectful and kind, where each individual contribution is valued.

At Fearnville, we know that everyone experiences life challenges that can make us vulnerable at times, anyone may need additional emotional support. We take the view that positive mental health is everyone’s business and that we all have a role to play.

At our school we:

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships.
- promote self esteem and ensure children know that they count.
- encourage children to be confident and ‘dare to be different’
- help children to develop emotional resilience and to manage setbacks.

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect.
- Access to appropriate support that meets their needs

We pursue our aims through:

- Universal, whole school approaches
- Support for pupils going through recent difficulties including bereavement.
- Specialised, targeted approaches aimed at pupils with more complex or long term difficulties including attachment disorder.

Lead Members of Staff:

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

Mrs Sarah Bowe- Designated Safeguarding Lead
Mrs Millie Brook- Deputy Designated Safeguarding Lead
Mrs Furhana Adam- Senior Mental Health Lead
Miss Kirsty Todd- Mental Health First Aider and Deputy Designated Safeguarding Lead
Mrs Jo Dooling- Learning Mentor and Deputy Designated Safeguarding Lead
Mrs Bev Sutcliffe- Learning Mentor and Deputy Designated Safeguarding Lead

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner. Children in Year 6 also provide peer mentoring support for children in Year 1 as part of an established link with The Brathay Trust.

Working with agencies and partners

As part of our targeted provision the school works with other agencies to support children's emotional health and wellbeing, including:

- The school nurse
- Educational psychology services
- CAMHS
- Early help workers
- Family support workers
- Therapists
- Educational wellbeing practitioner team
- Speech and language therapist
- Brathay Trust
- NSPCC