



## Relationships and Behaviour Policy

At Kirkham and Wesham Primary School we believe that the most important aspect in children feeling valued, safe and secure is the sense of connection and trust with a member (or more than one member) of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about how they are feeling and what they are doing. Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally staff must be approachable, kind and be there to help and discipline (not there to punish) and children must understand and believe this. If a member of staff is having difficulties with an individual or group of children they are expected to seek support from their colleagues in order to make a positive change.

This policy is developed to ensure guidance for staff (and information for parents and governors) in order to promote safe, kind and respectful behaviour in school. The procedures and guidance in this document provide a consistent approach across the school and enables children, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

The aims of this policy are ...

- To provide a safe, happy, friendly and respectful environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.
- To enable staff to support children with their feelings and behaviour through providing students with strategies to manage their own feelings and behaviour.
- To maintain a calm and purposeful working atmosphere.
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.



- To provide a clear, fair and consistent approach to behaviour.
- To foster, nurture and value strong and healthy relationships.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do. They are 'always' children in that they can always be relied on to do the right thing at the right time.

At Kirkham and Wesham Primary School, we recognise that most children self-regulate their behaviour and behave very well every day and never need reminding about how to behave safely. We want to encourage these children and to help and encourage the children who may find it difficult to behave safely at all times, to understand and manage their behaviour more safely. Ultimately, we recognise that...

**Burying children in punishment  
builds a deep resentment**

**For the child it often creates a  
permanent breach of trust**

Paul Dix: When the adults change everything changes

#### Recognition systems to promote safe behaviour

As a starting point, we have in place a variety of systems to promote safe behaviour:

- Clear and concise expectations of behaviour (Our school Rules and values) will be displayed in class, described, modelled and encouraged through class assemblies, playtimes, lunchtimes and in class time to ensure that all children understand what is acceptable and safe. This is further supported by our Kirkham Carrot tokens.
- Unconditional positive regard will be reinforced with all pupils and stakeholders at all times.
- Verbal and written praise from the class teacher or other adult in school for good learning, effort or behaviour.
- Children who have done some great learning will be asked to share their learning with other teachers and classes in assemblies and at other times.
- Teachers will share information about a child's behaviour – either by the phone, face-to-face, dojo/email to parents – to celebrate kind, respectful and safe behaviour.
- Every Friday, the headteacher will send our school mascot to the class that has been awarded the most carrots for demonstrating our school rules and values over the previous week.
- The awarding of individual class 'Dojo's' are used in every class to recognise the positive behaviours we want to see.
- Class focus Recognition on Class Dojo used in each class which recognises children who have shown behaviours we want to promote.

Supportive systems to understand and change unsafe behaviour

We understand that occasionally children will behave inappropriately. When children display unsafe behaviour, there are several layers of consequences in place to encourage them to manage their behaviour in a positive way. We use Restorative Approaches and Natural Consequences

Restorative Approach

Our relationship policy is not primarily concerned with rule enforcement. It is a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn. Restorative approaches are 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.

Our school uses restorative approaches to encourage everyone to take responsibility for their behaviours. All staff have been trained in restorative approaches and will apply them to resolving situations in the school. This approach starts with a restorative enquiry, if conflict arises, over low- level issues i.e. friendship breakups, disputes over games, running in school and not responding to reasonable adult requests.

<u>Traditional</u>		<u>Restorative</u>
What's happened?		What's happened?
Who's to blame?	<i>becomes</i>	Who's been harmed and in what way?
How should we punish them?	<i>becomes</i>	What needs to happen in order to put things right and ensure that this never happens again?

## Process of Restorative Approach

When using restorative questioning the following questions will always be asked in a quiet and appropriate area of the learning space.

Explain format:

- Only one person talks at a time.
- No interrupting.
- Be respectful of other.
- Listen carefully to each other.
- Confidentiality - explain that this is between the people involved (plus parents if required).
- Be aware of any matters i.e. Child Protection. If something is disclosed appropriate measures are to be taken in order to follow the school's child protection policy.
- If young people do not meet expectations or are still /become angry, stop mediation!

Questions will be first asked to the person who has been harmed and then to the harmer.

EYFS and Key Stage 1

- What's happened?
- Who has been harmed/upset and in what way?
- What needs to happen now in order to put things right and ensure this never happens again?

Key Stage 2

- What do you think happened?
- How did you feel?
- What were you thinking?
- How do you feel now?
- What are you thinking now?
- Who has been affected?
- What needs to happen now to fix this?

If incidents are sustained or reoccur, a restorative conference may need to take place with all the affected people. Actions to repair the harm will be reasonable and meaningful and related to the incident and will be chosen and agreed between all participants involved. We ensure that a consequence is never associated with a curriculum area e.g. writing lines, reading, times tables. Feedback to parents will be given when a child has been harmed. The parent of the harmer may also be informed of the incident. 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.

## Natural Consequences

We help support children to make the right choices, first time, through a series of 'natural consequences'  
All staff will consistently use the following sentence stems to make explicit the expectations of children who are beginning to show unsafe behaviour.

**1<sup>st</sup> Stage:** First verbal reminder

This stage makes explicit the expectation. Examples are...

*"I am expecting you to.....(not talk when I am talking, etc)"*

*"It was the rule about....(walking safely round school) that you broke then" "This behaviour is stopping learning. What do you need to behave safely?"*

**2<sup>nd</sup> Stage:** Second verbal reminder

This stage makes explicit the expectation followed by the natural consequence. The idea of 'When this.... Then this ...' can help. Examples are...

*"I am expecting you to complete your work. **When** children do not finish their work, **then** they will need to stay in to finish it at playtime"*

*"I am expecting kind hands at all times. **When** children don't use kind hands **then** they need to sit/ play separately from others so everyone can be kept safe"*

*"I am expecting you not to spit. **When** someone spits **then** I need to keep them inside so everyone else can be kept safe, spitting is not safe. I will need to talk with parents about this.*

**3<sup>rd</sup> Stage:** Implement consequence highlighted in the 2<sup>nd</sup> stage

**4<sup>th</sup> Stage:** If behaviour was repeated again

*"I can see you are still finding it hard to.../ not to.... I am not going to give up on you, how can I help?"*

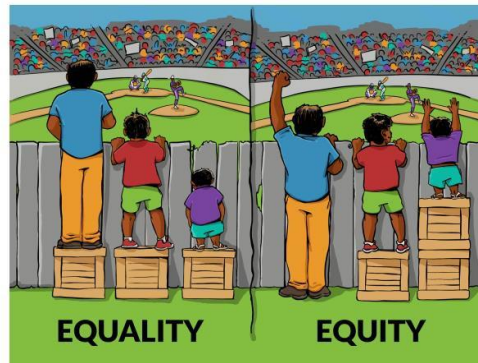
**5<sup>th</sup> Stage:** Share ILP that address the behaviours with parents

If you need further clarification about any of these strategies then please contact your class teacher.

At KWPS we are always thinking 'all behaviour is communication' and we ask ourselves 'what is the child trying to communicate?'

We realise that sometimes this can be different for every child who has their own packet of needs so may look different in each individual case.

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)



- As much as all classrooms embody the nurturing ethos, some children who need extra support may access additional provision. This may be on an ad-hoc basis in that there has been an unforeseen circumstance (such as a bereavement, traffic accident, family breakdown) that has affected a child's wellbeing.
- Other children who need more specialised support will be identified and assessed in order to support gaps in their development.
- A child may be identified by a class teacher as needing extra emotional support and this is shared with the appropriate staff. This may result in a child receiving extra support from play sessions, play therapy, lego therapy and/or counselling.
- Children who need extra support will have ILPs. These plans will be written and reviewed by the child's class teacher. They will be reviewed with the child, the child's parents and members of the SLT but can be adapted any time.

**Why crush behaviours with punishment  
when you can grow them with love?**

**Visible consistency with visible kindness  
allows exceptional behaviour to flourish**

Paul Dix: When the adults change everything changes