



Relationship, Self-Regulation and Behaviour Policy

St. Giles Junior School

Adopted by the Governing Board:

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Signed:

 Chair of Governors
 Head Teacher

Date: 10.07.2020

Date of Next Review: July 2021



St Giles Junior School

Relationship, Self-Regulation and Behaviour Policy

‘Together Everyone Achieves More’

Purpose

The purpose of this policy is to guide teachers, students and parents/carers on our restorative and relationship-focussed approach to behaviour management. This will allow the students at St Giles Junior School to enjoy a calm and caring environment which will support every student both emotionally and educationally to give them the best possible chance of success.

Our relationship policy is not primarily concerned with rule enforcement, but is a tool used to promote positive relationships with peers and adults with the common purpose of helping everyone learn in a nurturing, empathetic and respectful environment. Consistent, clear, calm adult interactions underpin this.

Aims

St. Giles is committed to the emotional mental health and well-being of its staff, students and parents. We wish to work towards this in all aspects of school life and provide an environment and curriculum that supports the social, emotional and mental health of the whole school community.

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our Relationship, Self-Regulation and Behaviour Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

- To provide a clear, fair and consistent approach based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.

- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip students with strategies to manage their emotions and anxieties and build positive relationships with others.

We wish to give recognition to students who go 'Over & Above'.

This is achieved when students exceed our school values having an impact on the wider St Giles community.



Positive Strategies

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make students feel valued members of our learning community and motivated to always try their best.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'

Paul Dix

Teachers will create a welcoming environment by greeting students every morning through a formal meet and greet at the classroom door. This may be a simple, 'Good morning' or offering a handshake to provide a consistent check in and enthusiastic welcome to every student.

All adults will be looking out for students who go over and above.

Ways that students will be recognised for doing so:

- **Hot Chocolate Afternoons**

Students consistently going 'over and above' will be invited to have hot chocolate with the Head Teacher on some Friday afternoons. There may be some weeks that no student in the class is chosen- it needs to be sincere high-level recognition to ensure it is not devalued.

- **A Positive Note Home/Letter Home from Staff Members**

The Positive Note is also a high-level recognition for consistently going over and above. It can be given to any student by any adult in the school, staff members or visitors. There is no set

amount each week- again it must be sincere to keep its value. Letters may also be sent home from the head teacher to recognise outstanding students.

'The positive note enables you to mark the moment with the student. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.'

Paul Dix

- **Recognition Board**

A Recognition Board will be used to encourage social or learning behaviours. Adults or students in the class can nominate names for the board and there is emphasis on students working together as a team to get everyone's name on the board. Students will be recognised for a variety of attributes, skills and achievements from high presentation of work in their books to showing kindness to another student.

'This is not intended to shower praise on the individual, it is a collaborative strategy- we are one team focussed on one learning behaviour and moving in one direction.'

Paul Dix

There is no material prize for class completion. Each class chooses a celebration when all names are on the board, e.g. teacher juggles, special celebration dance or song.

- **Phone call/ Note home**

Promoted staff or teacher phones parents to share student's success.

- **Class Tokens**

A member of SLT will visit each class daily and reward with tokens when students demonstrate the values of Being Safe, Being Ready, Being Respectful.

- **St Giles certificates**

Awarded at assembly- two students are selected each week by the class teacher. One for showing the Values, and one for success in a curriculum area.

- **End of year awards**

Teachers and students celebrate the achievements of a student in their class that has exemplified the St Giles way.

- **Achievement Outside School**

Students with an achievement outside of school can share it at the weekly assembly. This will be shared via a school display.

Policy Blueprint & Classroom Plan

Relationships Policy Blueprint (See Appendix 1)

This is a concise A4 document which teachers will refer to for a consistent approach to our Relationships Policy to ensure behaviour and expectations are clear and consistent.

Classroom Plan (See Appendix 2)

The Classroom Plan is a sequence of steps which are focused on small but certain consequences and a restorative, not punitive, ending. The plan will be used by every teacher to ensure consistent language and steps are being used throughout the school, and expectations and consequences for the students are clear.

Scripted Response (See Appendix 3)

As part of the Classroom Plan, a 30-Second Script will be used to reinforce expectations when behaviour shown is not reflective of our school values. This will take place at Step 4 of the Classroom Plan. The purpose of this script is to provide a quick, consistent and non-judgemental dialogue with the student to encourage positive choices to be made. The scripted response should be delivered in an emotionless tone, designed to prevent escalation. Once the script has been delivered, the student 'owes 2 minutes'. They then must stay behind at break time or lunch to have a quick discussion with the class teacher.

Personalised Support Plans

These plans are in place for students with significant social, emotional or mental health needs who are consistently struggling with the day-to-day expectations of the school rules. Relevant teachers will create these personalised plans for all adults working with the student to follow. They will be created with input from the student and shared with parents.

Restorative Approach

'Punishment doesn't teach better behaviour, restorative conversations do.'

Paul Dix

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by Midday Supervisor staff who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the management team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a student.

Restorative Meetings/Conversations

'The positive relationships you form with students depend on a restorative approach being your default mode.'

Paul Dix

At St Giles, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the student realise how their actions impact on others, teach alternative strategies or responses and equip the student with tools they can use to avoid a similar incident occurring in the future.

Restorative Questions (See Appendix 4)

These restorative questions will be used to support restorative meetings and/or conversations. For some students, the teacher may decide it would be more appropriate to start with two questions and build on these as the student develops in maturity.

Restorative Actions

'Students need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the student.'

Paul Dix


At St Giles, we encourage students to demonstrate actions and attitudes which reflect our three values. Our approach is based upon building strong relationships between adults and students. The use of positive reinforcement strategies will always be our default approach.

However, if a student is not responding to these strategies, there needs to be clear, consistent routines in place when adults are dealing with a specific incident. For students with behaviour as an additional need, examples of these will be detailed on their personalised support Plan or their Individual Educational Plan.

Initially students will be issued with a '2 minutes owed', or, in more serious circumstances, parental contact. They are designed to encourage the student to make 'safe' choices and understand that their actions have consequences. For example, not completing work in class is not reflective of our school values and will result in lost learning time which then needs to be paid back.

- **'2 minutes owed'**- a reflective time where the student and class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the student of our school values and to encourage positive behaviour in future.
- **'Pay it Back'**- is an appropriate action linked to the incident and value which has not been shown. For example, if a student has not completed class work due to failure to respond to positive strategies, work may be sent home. Another example would be if there has been vandalism in the playground we may ask the student or students involved to help repair the damage. We ask that parents support the St Giles Junior School Relationships Policy by ensuring the Pay it Back form is signed and returned the following day. Parents having a discussion with their student about how to avoid 'paying it back' in future would be impactful.
- **Parental involvement**- We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, email, or an informal or formal meeting.

Appendix 1- St Giles Relationships Policy Blueprint

|  St Giles Junior School Relationship Policy | | |
|--|---|--|
| <p>The Adults will</p> <ul style="list-style-type: none"> • Nurture relationships • Model our values • Listen • Praise Positive choices • Provide a safe environment | <p>The St Giles Way</p> <p><i>Being Safe</i> <i>Being Respectful</i> <i>Being Ready</i></p> | <p>Over and Above</p> <p>Includes the following behaviours</p> <ul style="list-style-type: none"> • Excelling the St Giles Way • Impacting on St Giles community • Showing St Giles initiative |
| <p>St Giles Message ‘Together Everyone Achieves More’</p> | | |
| <p>Classroom Plan</p> <ol style="list-style-type: none"> 1. The look 2. The verbal reminder 3. The official reminder 4. 30 second script 5. Break 6. Restorative conversation (this will be logged on CPOMs) 7. Support step | <p>30 Second Script</p> <p><i>‘I noticed you are ...’</i> (wandering around the classroom chatting) <i>‘You’re not showing our value of – (respect)</i> <i>‘You have ... (stay behind at break time to catch up with your work)</i> <i>Do you remember when you ... (finished all of your work)</i> <i>‘That’s who I need to see today.</i> <i>Thank you (for listening)</i></p> <p>The Emotional Coaching approach could be used here also if it is the appropriate time.</p> | <p>Restorative Questions</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you feeling/ thinking at the time? 3. How did this make others feel? 4. Who has been affected and how? 5. What should we do to put things right? 6. If this happened again, how could you do things differently? |

Appendix 2- Classroom Plan

Classroom Plan

| | Steps | Actions |
|----|---------------------------------|--|
| 1. | The Look | Staff giving a knowing look to show that a behaviour has been noticed |
| 2. | Verbal Reminder | A reminder of the rules, delivered privately wherever possible. |
| 3. | Official Reminder | A verbal caution delivered privately, if possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Give the student a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. |
| 4. | 30-second script | If the student still does not engage, use the 30-second script. Attach, 'Stay behind two minutes after class.' to this step. This two minutes cannot be removed or reduced. |
| 5. | Break | This step is only needed if the student needs to calm down and compose themselves. The break might be a short time in a quiet area in the classroom. |
| 6. | Restorative conversation | This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the student's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete ('Pay it Back'). This will be logged on CPOMS by the adult. This can also take the form of 'Emotional Coaching' if it is an appropriate point/time. |
| 7. | Support step | In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SMT or another class teacher. This will be specified on a Personal Support Plan for certain students identified with behaviour as an additional support need. |

Appendix 3- 30-Second Script

30-Second Script

'I noticed you are ...' (wandering around the classroom chatting)

'You're not showing our value of' – (respect)

'You have chosen to ... (stay behind at break time to catch up with your work)

Do you remember when you ... (finished all of your work)

'That's who I need to see today.

Thank you (for listening)

Appendix 4- Restorative Questions

Restorative Questions

1. What happened?
2. What were you feeling/thinking at the time?
3. How did this make other people feel?
4. Who has been affected and how?
5. What should we do to put things right?
6. If this happened again, how could you do things differently?

Pay It Back Form

Your child today did not use their time given in the lesson to complete their work, can you ensure that they to finish off this piece of work and return tomorrow.

Name

Date

Reason

Outline of task and expectation

Carer/ parent signature

Pay It Back Form

Your child today did not use their time given in the lesson to complete their work, can you ensure that they to finish off this piece of work and return tomorrow.

Name

Date

Reason

Outline of task and expectation

Carer/ parent signature

St. Giles Junior School Attachment Aware Schools Pledge

1. Attachment theory underpins our approach to relationships and supporting self-regulation.
2. We recognise that all our behaviour is a communication and respond accordingly.
3. We use our Attachment and Trauma training and knowledge as a working tool to guide our whole school practice.
4. We know that our school will succeed, and achieve good attendance and results, when the Social, Emotional and Mental Health (SEMH) needs of staff, children/young people and families is prioritised.
5. We recognise the importance of reflective practice, and support staff to build this into their everyday work, in order to effectively manage their roles.
6. We will do all we can to enable children and young people to remain securely based in our school.
7. We know that children and young people do best when professionals work collaboratively and harmoniously together with families/the wider community to address their needs.
8. We recognise that good leadership in schools will achieve these principles of inclusion.

How we support children's relationships, self-regulation and behaviour at St. Giles Junior School

At St. Giles Junior School, we believe that to enable children to learn they must have access to a range of strategies/support to deal with their varying social, emotional, mental and health need.

Rainbow Rangers

Children can apply for the position of Playtime Buddy. They meet with Mrs Hough to go through their role and then meet up with her weekly to catch-up. They provide support for their peers at playtimes/lunchtimes.

Circle Time

This is a whole class discussion led by the teacher, where everybody's thoughts are valued. The children get to voice their opinions and concerns about a range of subjects – these can be one off sessions or as part of the PSHE curriculum.

Learning Mentor

Our Learning Mentor makes sure children are ready and able to learn and be the best they can be.

Pre-Early Help

At St. Giles we actively promote collaboration with families and where families may be in need of some extra support we will endeavour to support whenever we can – this can be for a range of purposes such as signposting, accessing services, behaviour and well-being.

Nurture Groups

Our nurture practitioners develop children's self-esteem, emotional literacy and readiness to learn through our nurture group; Helping Hands.

Personal, Social, Health Education (PSHE)

A structured programme is delivered across the school, which promotes learning about safe and healthy choices, healthy eating, staying safe and relationships and making a difference in our community.

TLC board

In school there is board that document student's that may need some extra TLC at some point e.g. bereavement, illness, parental separation. This board is available to all staff from midday supervisors to class teachers. An extra hello or smile can just give students the little boost or support they need.

'Stop it'

The children are encouraged to say this if they do not like someone saying or doing something. They can say it three times and must say it like they mean it! This strategy is not to be used if someone is physically hurting someone though – children are told they must get a grown-up to help if this is the case. This comes from our Protective Behaviours scheme which students undertake twice a year.

Class Reps

Each class elects one representative at the beginning of an academic year. They attend regular meetings with varying adults in the school from subject leads to school governors and report back any ideas or changes back to their class. The children's voices are recognised and appreciated and they see their ideas coming to life.

Specialist Teacher

We have a Specialist Teacher who works with groups, individual children or parents every Thursday morning. Referrals are made by the SENCo once parental permission has been sought.

Weekly Staff Meetings / Briefings

All members of staff meet together and identify any children who may need extra support throughout the school day, especially at times when they are not in their classroom, e.g. playtimes/lunchtimes.

Forest School

Forest School is a programme that delivers tasks and learning that may not be accessible in the classroom environment such as making fires, den building and using tools (saws etc). Along with these physical skills, qualities and attributes are also developed including; taking 'safe' risks, working collaboratively, resilience and leadership skills.

LEGO Therapy

LEGO therapy is an intervention that targets students use of communication and interaction in a safe and fun environment.

Lunch Times

We recognise that lunchtimes can be a difficult time for some students due to many factors; lack of structure, noise and space. At St. Giles we have an experience nurture trained lead who ensures that students feel safe and valued. We also have assigned MDSs to classes so that relationships built of trust can be developed.

Mentor Link

When we feel that students need support with key transitions e.g. moving into secondary school and need some extra support we use Mentor Link to come in and support worries or issues that maybe causing concern.

