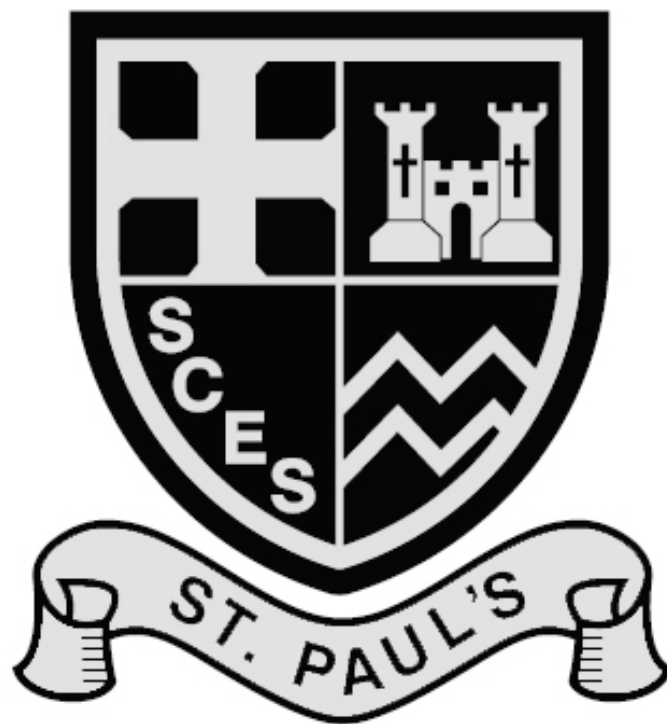


St. Paul's C of E Primary School



Relationship Policy

**Reviewed – July 2020
Next Review Date – July 2022**

St. Paul's C. of E. Primary School

RELATIONSHIP POLICY

School Aim Statement

“Everyone working together to create a caring Christian learning environment which inspires children to celebrate their unique potential and become a responsible, considerate, involved and happy member of God’s world.”

Aims of the Policy

- Provide a socially inclusive, friendly and secure place where children feel happy and settled in order to maximise learning.
- Ensure all children and adults are clear about what behaviour is expected.
- Continually and consistently support children and adults in achieving behaviour that leads to high quality learning and relationships.
- Continually review and develop positive behaviour in partnership with all adults and children.
- Ensure all adults are positive role models for our children by: having a planned consistent approach; treating children and each other with respect; demonstrating the importance of equity; facilitating the processes of conflict resolution with each other

We encourage children to be aware of their achievements and abilities; allowing children to feel proud of themselves is fundamental to good behaviour.

We are a **no shouting school**. We are positive about all our children; showing this in the way that we speak to them and guide them. We aim to be a restorative school, the principles of which underpin this policy and practice.

Our school family consists of staff, children, parents and carers.

Our school family’s responsibilities are:

- To work hard and learn to the best of our abilities and allow others to do the same.
- To treat others with equity and respect.
- To treat property and the environment in and out of school with respect.
- To collaborate with other children and adults.
- To promote each other’s self-esteem and to guide others to develop their full potential and self-worth.
- To form good relationships with each other.
- To recognise that we are all individuals and to be aware of our own and others’ needs.

Restorative Practice School Pedagogy

'We'd like you to picture the school community committed to the pursuit of best practice in teaching and learning and how the whole pursuit is vitally connected to the quality of relationships in the classroom and beyond. We'd like to think about the way all relationships in the school can be transformed, not just what needs to happen when a student does the wrong thing.'

Implementing Restorative Practices in Schools: A Practical Guide to Transforming School Communities, by Margaret Thorsborne & Peta Blood.

Restorative Practice (RP) aims at changing the hearts and minds of everyone in the school community so that they are focused on strengthening and repairing relationships in their classrooms and across the school. It is about being inquisitive and concerned when situations occur rather than blaming (child, teacher, parent). The problems are our problems rather than problem children, problem classes, problem teachers. RP assists individuals to think about their behaviour and supports them in dealing with the impact this has on others. It is inclusive and relevant for all pupils, including CLA, PCLA and those with SEND and SEMH.

The main principles of the RP approach are:

- Restoration – the primary aim of restorative practice is to address and repair harm.
- Voluntarism – participation in restorative processes is voluntary and based on informed choice.
- Neutrality – restorative processes are fair and unbiased towards participants.
- Safety – processes and practice aim to ensure the safety of all participants and create a safe space for the expression of feelings and views about harm that has been caused.
- Accessibility – restorative processes are non-discriminatory and available to all those affected by conflict and harm.
- Respect – restorative processes are respectful to the dignity of all participants and those affected by the harm caused.

Adults use questioning to support individuals in recognising the impact of their behaviour, whilst acknowledging their feelings and emotions in supporting them to repair relationships. The RRRR method of RP will be used, allowing children to **r**eflect, **r**ecognise emotions, **s**elf-regulate and **r**epair relationships. The use of a range of restorative practices, increasing in formality, will support this practice, with the aim that children will become skilled in using these independently for themselves.

RP is a pro-active approach which will be reflected in our curriculum through the many opportunities for PSHE and SMSC development. Through the curriculum we aim to teach children the following skills:

- Self-regulation
- Self-awareness
- Social awareness
- Empathy
- Relationship skills
- Responsible decision-making
- Responsibility for self and others
- Accountability for actions
- Cooperation and collaboration
- Communication
- Ability to independently choose right from wrong
- Motivation for improvement

This will be further supported through using the work of social psychologists such as Tajfel and Alport to teach children about the importance of not labelling or discriminating against their peers. This work, and the RP behaviour management system, underpin our commitment to promoting peace and reconciliation as an International Cross of Nails (ICON) School, working in partnership with Coventry Cathedral.

All systems, including rewards and sanctions, will be fairly applied to LGBTQ+ pupils and will fully take account of homophobic, biphobic, enbyphobic and transphobic bullying and all responses will be consistently applied to protect and nurture all of our pupils. In addition to this, the individual circumstances of CLA and PCLA children will be considered when applying the principles of this policy.

Overview of our Behaviour System

Ready to Learn

Everybody begins each day in the 'Ready to Learn' zone. There is a tree in this zone and on it, all pupils in the class have self-identifiable leaf.

Blue and Yellow Zones

During the day, children may not be always 'Ready to Learn' due to various emotions, conflicts and incidents.

1. Using the leaf, children are encouraged to identify their current emotional state.
2. An adult will be available to discuss the child's feelings. Prior to this discussion, the child might require a 'Time Out' to calm down and reflect. This may be out of the classroom in a quieter, more suitable space.
3. During the guided discussion, support and strategies for managing these emotions will be offered, so the child and others can promptly get back to learning.
4. As part of the process, a 'Think Sheet' will be filled out by the child. This will work through the RRRR method and be logged on CPOMs and the 'Think Sheet' sent home to parents.

Feelings are shown using emoticons in the 'Yellow Zone' (feelings that *typically* get you worked up) and the 'Blue Zone' (feelings that *typically* 'switch you off'). For children with SEND, SEMH, CLA and PCLA, adults will need to support the process. It is important that children understand that recognising their emotions is key and in moving to a different zone, they are acknowledging how they feel and making self-regulating progress. Whilst all emotions are valid, they are often barriers to learning. Children will be helped to understand that these emotions are preventing them from being 'Ready to Learn'.

We will always take the individual circumstances of the child into account. We may use individual behaviour plans when needed, which will be discussed and shared with parents prior to the implementation and logged on CPOMs.

Proud Cloud

Using learning-promoting initiatives, such as Growth Mindset and Skills Builders, individuals and the whole class may be moved onto the 'Proud Cloud' for excellent work and/or learning behaviours.

Individual rewards

- Individuals who are moved to the 'Proud Cloud' will be recorded in the class record book and receive an in-class reward.
- Anything particularly exemplary will result in that child being sent to the Head Teacher. A surprise 'Cloud Postcard' will be sent home from the Head Teacher saying what they have done to be moved to the 'Proud Cloud'. The names of these children will be recorded in the class record book.
- When a child reaches a milestone for being on the 'Proud Cloud', the child qualifies for a school reward. This will be awarded to them at the next available Celebration Assembly.

Class rewards

- The whole class moving onto the 'Proud Cloud' means they will receive a credit towards a cumulative class reward system (balls in a jar, known as the 'Cloud Jar').
- When the 'Cloud Jar' has 20 balls in, the whole class will receive a reward of their choice e.g. non-uniform day, sporting activity, movie day, etc. This will be negotiated in class before collecting begins to ensure sufficient motivation.
- Once the class reaches 20 balls in the Jar and they have had their reward, they can begin collecting balls for the 'Cloud Jar' again.

Learning Skills to Be Proud of:

- Listening
- Presenting
- Problem Solving
- Creativity
- Staying Positive
- Aiming High
- Leadership
- Collaborating

Rewards

The accumulation of times on the 'Proud Cloud' contributes to the earning of tangible rewards:

Proud Cloud	Reward	Prizes
10 times	Quality Award	Certificate
25 times	Bronze Award	Pencil
50 times	Silver Award	Bookmark
75 times	Gold Award	Stationary Set
100 times	Platinum Award	£5 Amazon Voucher

House System

Every child in KS1 & KS2 will be assigned to a 'House'.

These have Forest names in keeping with our school theme.

Sherwood (Yellow)	Kielder (Red)
Galloway (Green)	Thetford (Blue)

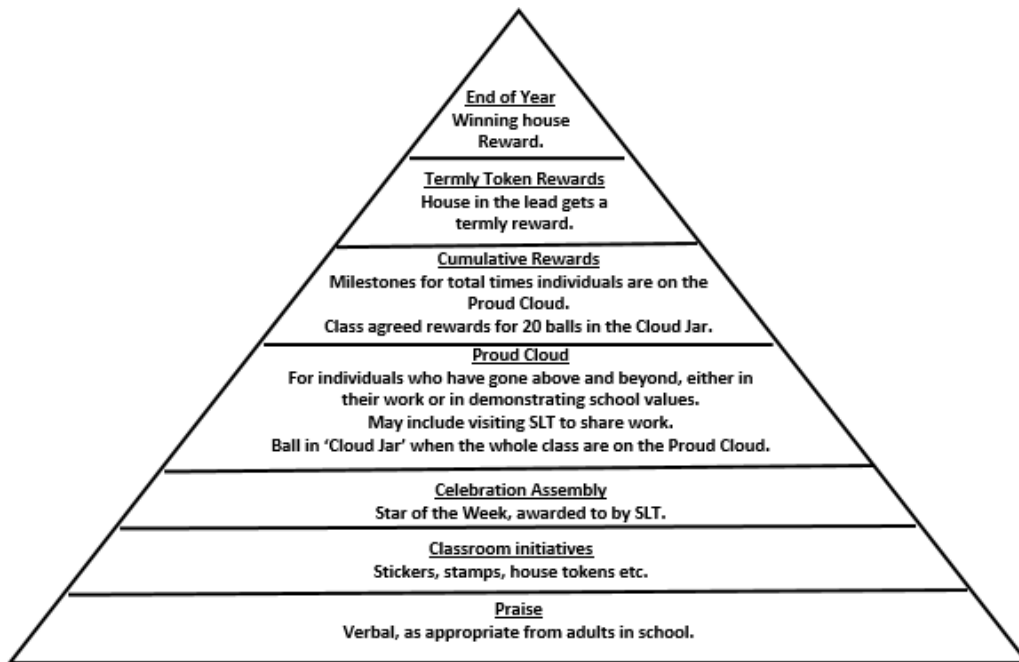
- Tokens will be awarded for excellent work and/or learning behaviours. Tokens can be awarded by anybody.

- Each class will have 4 jars (one of each house). Tokens will be collected and placed in one of the four jars.
- At the end of the week, all tokens will be collected from each class and placed into the whole school collector.
- At the end of every half term, tokens will be counted and the score recorded, ready to start again at the beginning of the next half term.
- At the end of the year, the House with highest number of tokens will be rewarded.

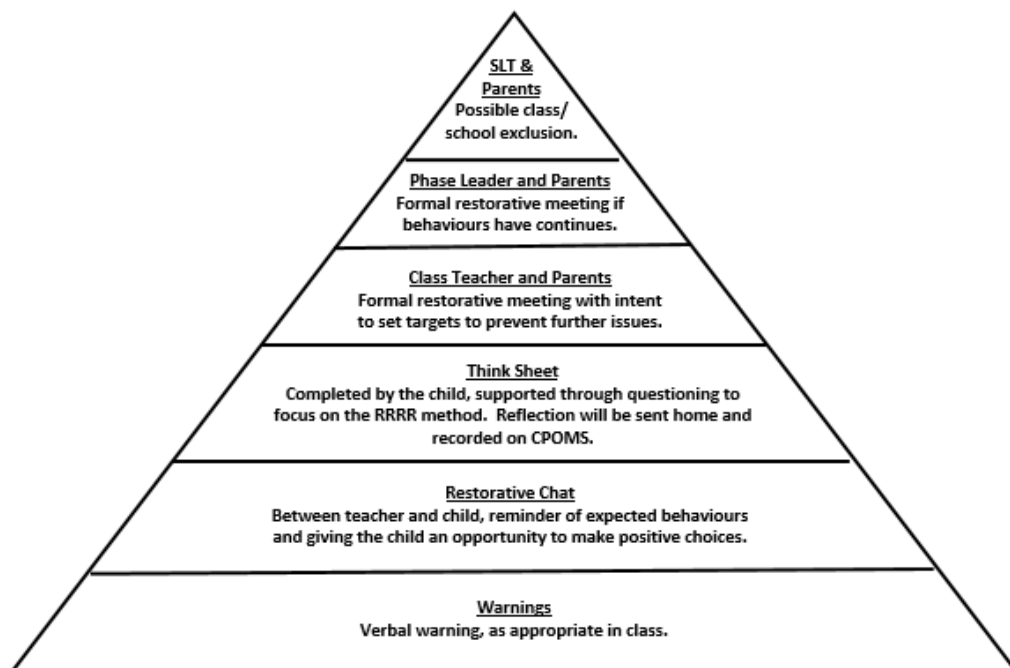
Below are the restorative practices that will be used as part of the behaviour management system.

Restorative Practice	Formality Level	Description
Restorative Chat	Informal. Used with one or two students to deal with low-level conflict or disruption.	Uses the RRRR method to make use of agreed questions to encourage individuals to reflect on own behaviour on themselves and others.
Problem-solving Circle	Informal. Used when whole class issues arise. May interrupt a lesson for a few moments.	Teacher stops class to talk together as a collective about an issue that has occurred and how the behaviours are affecting everyone.
Relational Conversation	Informal. Requires some thought on how to connect first and best timing for conversation.	Connecting with an individual prior to disapproving of behaviour. Follows the principles of connectedness, caring, values rather than rules and building on strengths of the young person.
Restorative Mediation (with 'Peace Bridge')	Slightly more formal. May be conducted by teacher or TA. For more serious issues, this may be conducted by a member of the SLT.	As restorative chat, making use of questions, but this time in a more formal setting with a 'peace bridge' used as a visual prompt for restorative conversation. This may be between two children or a child and an adult if there has been a conflict within the classroom.
Healing Circle	Formal. Facilitated by somebody skilled in mediation and restorative practice.	A safe, reflective place for staff and students, and possibly their families/the community, to talk about what has happened and to share how they have been affected. This includes offering ideas for how to move forward in a positive way.

Reward Pyramid



Consequence Pyramid



Supporting Guidelines

Basic Assumptions

Pupils do not misbehave if they are engaged in their learning and are on task.

Pupils tend to be engaged in tasks if:

- The tasks are meaningful.
- The level of challenge is appropriate, i.e. not too hard so that the pupil feels overwhelmed or confused, or not too easy so that the pupil becomes bored.
- The pupils have a clear sense of short-term and long-term goals and receive positive feedback leading to a growing sense of confidence.
- They have a high self-esteem through being valued and the development of a growing sense of competence.
- There is recognition on the part of teachers that a pupil's level of motivation can vary from **EXTRINSIC** to **INTRINSIC**. Recognition for positive efforts (work and behaviour) can be more dependably achieved than for misbehaviour.
- They feel safe and secure, both physically and emotionally.
- There is recognition that experiences in school can trigger off compelling patterns of behaviour (which may have developed out of school). These triggers may relate to learning, peers, adults/authority or organisations. Schools can recognise such situations and attempt to minimise them where possible.

Positive Approaches

- Aim to ensure that pupils experience success through their efforts, which can be developed through the National Curriculum/the broader curriculum, i.e. Circle Time, Class Council, School Council, Social groups, Nurture group and Play Leader scheme.
- These are communicated through the relationships, and unwritten and unspoken ethos and expectations that exist in our school.
- Aim to ensure that pupils feel recognised as individual and unique people who have things to offer as well as to learn.

Strategies for Positive Encouragement

- Certificates given for achievements at school and at home.
- Showing others their good work and successes in learning.
- Celebration Assembly.
- Positive verbal and written feedback to parents.
- House point system.
- Praise from Head teacher/SLT.
- Stickers, stamps, classroom incentives.

Lunchtime Supervisors

Lunchtime supervisors should make use of the school's restorative practices and give a very brief feedback to the teacher. If negative behaviour persists, lunchtime supervisors may:

- Move a child to a quieter and calmer location in order to reflect on their behaviour and complete a 'Think Sheet' when calm.
- Refer a child to their class teacher or phase leader if the behaviour cannot be easily managed through restorative practices or if serious harm has come to another child or themselves.

Development and Dissemination Process.

- The school policy for Relationships reflects the consensus of opinion of all teachers, pupils during circle time and school council meetings, the Inclusion manager and the Governors.
- The Draft Policy was circulated to staff and Governors. Parents were informed of the Draft Policy and invited to comment. An over view of the policy was discussed by the school council.
- This document was agreed at meeting of the Governing body in July 2020.
- The implementation of this policy is the responsibility of the Head Teacher and all the teaching staff.

Summary

The Education and inspections Act 2006 empowers the Head Teacher to such extent as is reasonable, to regulate the behaviour of pupils when they are off school and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of cyber-bullying or other Online Safety incidents covered by this policy, which may take place outside of the school but is linked to the membership of St. Paul's. The 2011 Education Act increased these powers with regard to the searching for and of electronic devices and the deletion of data (see appendix in Online Safety policy for template policy). In the case of both acts, actions can only be taken over issues covered by the published Behaviour Policy.

The school will deal with such incidents within this policy and associated behaviour and anti-bullying policies and will, where known, inform parents/carers of incidents of inappropriate Online Safety behaviour that take place out of school.

This policy will be monitored by the Head teacher and SLT and will be reviewed in two years, July 2022.

The policy will be reviewed every two years.

This policy has been approved by the Governing body – July 2020

This policy will be reviewed every two years and updated as necessary.

Policy signed: _____ (Chair of Governors)

Policy signed: _____ (Head Teacher)

Dated: _____

Review Date: July 2022

Glossary of terms

SLT	Senior Leadership Team
Consisting of:	
HT:	Head teacher
DHT:	Deputy Head teacher
AHT:	Assistant Head teacher
ELT:	Extended Leadership Team
Phase Lead:	Head of phase (across two year groups, ie years 3 and 4)
KS1:	Key Stage 1
KS2:	Key Stage 2
LAC:	Looked after child (in care)
PLAC:	Previously looked after child
SEND:	Special Educational Needs and Disabilities
SEMH:	Social Emotional Mental Health
LGBTQ+:	Lesbian, Gay, Bisexual, Transgender, Queer + (inclusive of all others)
RP:	Restorative Practice
RRRR	Reflect, Recognise, Regulate, Repair
CPOMS:	Secure database system for logging behaviour/safeguarding concerns.
ICON:	International Cross of Nails
Intrinsic:	Motivated to complete a task for own progress or personal reward.
Extrinsic:	Motivated to complete a task to receive a reward or avoid a punishment.