

# Beech Green Primary School



## Relational Policy

## Policy Statement

At Beech Green Primary School, we are committed to supporting the very best possible relational health between all pupils, their families, members of staff, governors, the wider school community and external agencies. This policy encompasses the ethos of the school where relationship is at the heart of every interaction and mutual care, consideration and the dignity of all is highly valued.

*“The ability to form meaningful relationships is fundamental to mental health and happiness. It’s the quality of contact we have with people that is arguably the most important determining factor in our quality of life. We can only truly develop ourselves through relationships with others”*

*Trauma Informed Schools UK 2019*

We are committed to ensuring that all our pupils develop social and emotional skills and resilience, enabling them to fully engage in life and learning. This requires emotionally regulated and available adults who can provide essential calming and containing of our pupils, their parents/carers or each other when they are overwhelmed by an event, a situation or their feelings. When children experience safety in their relationships, they open up to new learning. Creating this inclusive and positive school ethos around behaviour is something which is driven by the Head Teacher and Senior Leadership Team in order to be endorsed by, and embedded across, the whole school community.

We use both Thrive and Emotion Coaching Approaches, in everyday practice, with a particular focus on the central principles of empathy, connection, attunement, trust and co-regulation. This includes careful consideration and awareness-raising of both verbal and non-verbal communication. This policy should be read in conjunction with other relevant school policies, national guidance and legislation e.g. Keeping Children Safe in Education

## Aims

- Provide a secure, safe, stable and stimulating learning environment where pupils are valued equally
- Foster a culture where pupils understand that they have the right to learn
- Understand that high standards of behaviour contribute towards effective learning
- Recognise that behaviour is a form of communication
- Develop positive relationships between children and between children and adults
- Engage with families to develop collaborative, supportive relationships
- Establish consistency of approach to behaviour management throughout the school

## Key Staff Members

This policy aims to ensure all staff take responsibility to promote positive relationships, however key

members of staff also have specific roles to play:

- Emotion Coaching (EC) Leads
- Mental Health and Emotional Wellbeing (MHEW) Lead
- Pastoral Support
- Personal Social and Health Education (PSHE) Lead
- Special Educational Needs Co-ordinator (SENCO)
- Senior Leadership Team (SLT)
- Therapeutic Mentor

## Teaching About Relational Health

The skills, knowledge and understanding our pupils need to develop are included as part of our PSHE curriculum. We also use Thrive as a whole school approach. We plan and deliver individual, group and whole class Thrive sessions. Our Pastoral Support and Therapeutic Mentor both support children and families. We also run Emotion Coaching training for parents and carers.

### **Managing Behaviour Relationally**

We strive to demonstrate a relational approach to supporting social and emotional development and behaviour based on the following six principles:

1. We understand behaviour communicates unmet needs and can separate the child from their behaviour.
2. We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
3. We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
4. We encourage children to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
5. We keep in mind that we are the adults and the children are still growing, learning and developing.
6. We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, where possible, we seek the most appropriate way of supporting children to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

### **Supporting Behaviour**

All staff will:

- take time to recognise and record positive behaviours and attitudes and reward success
- try to catch children doing the right thing and enhance this (*see positive reward*)
- engage in establishing the non-negotiable and negotiable expectations at the start of the academic year and re-visit these regularly (*see Beech Green expectations*)
- focus on the values, rights and responsibilities of the school when establishing these boundaries in conversation with children
- remind children that their actions impact on others and that they have a responsibility to safeguard others' rights (*see consequences*)
- seek both resolution and learning when dealing with incidents
- consider how adults' actions and words help and give children time and space to resolve the situation
- keep in mind that children benefit from a clear structure (containment) within which to learn
- use sanctions only as a form of appropriate, proportionate and positive intervention
- keep in mind that any sanction used is to resolve rather than escalate a situation whilst preserving the dignity of all involved.
- keep in mind that sanctions must be applied compassionately and in a fair and consistent way

## **Beech Green Expectations (appendix A)**

The following expectations and systems are used to ensure consistency across the school:

- Beech Green walking
- Star learning
  - ❖ Straight (safe, still) sitting
  - ❖ 'Track' the person speaking
  - ❖ Answer ready
  - ❖ Respectful silence
- Hand up to gain an adult's attention rather than wandering around the classroom
- Show respect and good manners to all e.g. please and thank you, sorry, excuse me, pardon, polite greetings, use of names, respond to greetings, etc.
- Be punctual at the beginning of the school day and for each lesson
- Enter classrooms quietly and without fuss e.g. stopping for a drink
- Have the correct equipment ready and look after it e.g. uniform, PE kit, etc
- Tidy up carefully and leave classrooms ready for further use
- Only bring essential equipment to school
- Ensure books are neat and tidy e.g. single line to cross out mistakes, clean covers
- Follow the 'Team Stop' signal of a raised hand
- Line up in alphabetical order
- Complete all work expected during the lesson or complete during break or lunch times
- Work hard and to the best of ability, demonstrating independence and a positive work attitude
- Follow the instructions of a Beech Green adult
- Treat each other with friendship, kindness, care and consideration
- Use the toilet at break and lunch times to avoid missing learning

## **Responsibility, Recognition and Communication at Beech Green (Appendix B)**

We recognise when children follow our expectations, using the following principles:

- Develop intrinsic not extrinsic rewards
- Recognition of pupil's hard work needs to be as consistent and equitable as possible especially between classes (year group events not class)
- Any awards need to have a clear and communicated criteria
- Public recognition for a wide range of achievements i.e. not just academic or sporting

### **Year Group Level**

- Ongoing verbal praise
- Stickers including the 'ask me what I've learned' type
- Monster merit, marbles in the jar or similar = whole year group challenge = simple positive consequence e.g. extra playtime, a story outside, learn a new outdoor game, extra favourite lesson
- Enrichment opportunity – can be an hour, ½ day or a whole day. Linked to the topic, it can be a general day but please be clear about the curriculum area e.g. a science, art day or history day. At the start of the term (in the first week if possible); give parents/carers plenty of notice if you want children to come dressed up or need a voluntary contribution; check allergens if cooking or providing food
- Year 6 enterprise – raising money for a chosen charity

### **Whole school**

- Open door sessions
  - ❖ prior to the event children have time to look through their books to identify a page that shows they worked hard, learned something, had a lightbulb moment or enjoyed a lesson; the teachers also identify a piece of work or page.
  - ❖ Parents/carers visit, look through the books and have stickers to leave a comment or parent award for their child
- House events – certificates for house teams which may include individual recognition
  - ❖ Times tables

- ❖ Art
- ❖ Take care of our environment – each house identifies an aspect to focus on energy saving, walk to school, paper reduction, recycling. Identify a way to measure impact, generate support from the rest of the school and community.
- ❖ Rev Mark meets with house captains and awards the winning house based on set criteria e.g. positive impact, going above and beyond
- ❖ Inter-house athletics
- ❖ Inter-house sports tournament
- ❖ Spelling
- ❖ Writing
- Whole school celebration of whole school achievements

### **Responses, Consequences, Restoration and Prevention (Appendix C)**

Consequences are designed to support children to be accountable for their actions and to develop skills to change their behaviour rather than to punish the actions taken by the child. The following strategies/sanctions will be used as a continuum, matched to the 'level' of the incident:

- Eye contact, verbal reminder, gentle touch
- Proximity control (move closer to the child)
- Pause the lesson
- Positive reinforcement of 'expected' behaviour
- Tactically ignore the behaviour
- Using 'I wonder', 'I'm imagining', 'I'm noticing' to support the child to label the behaviour
- Use 'Team Stop' to refocus where necessary
- Stay in at break to discuss behaviour with an adult and have a restorative conversation
- Take 'time out' or 'time in' to co-regulate using strategies previously taught
- Ask an alternative adult to temporarily support the child if the relationship is ruptured, finding time later to 'restore' the relationship
- Discuss difficulties with parents to develop a plan to support the child
- Engage the support of the Senior Leadership Team (this could involve the child sitting outside the office)
- Internal exclusion
- External exclusion

We will not use consequences such as ridicule, sarcasm or remarks likely to undermine a child's self-confidence, public or private humiliation. No consequence will result in leaving a child in an unsupervised situation. Consequences will not result in denying a child access to a particular part of the curriculum (including Thrive sessions). When an incident occurs, we understand that this will cause a rupture in relationships and we seek to repair this rupture. We describe this as 'distressed behaviour' rather than 'challenging behaviour' because we understand that the behaviour is communicating a level of need within the child/young person.

Where consequences do not have the expected impact, we will seek further support from internal staff e.g. Pastoral Support, SENCO, Therapeutic Mentor, etc. and relevant external agencies e.g. Advisory Teaching Service, Educational Psychologist, etc.

### **Emergency Situations:**

Staff should only use physical intervention as a last resort when a child's or an adult's safety is threatened or the child in question is likely to cause significant damage to school property. It should never be used punitively (see Physical Intervention Policy and Safeguarding Policy for further guidance on this issue).

### **Partnership with Parents/Carers**

We work as a team to support the children as they grow and develop socially and emotionally. We actively promote a partnership with parents/carers and other agencies, where appropriate.

## **Staff Induction, Development and Support**

Staff are trained in using emotion coaching techniques to support children in recognising and regulating their emotions. Dealing with a child demonstrating distressed behaviour can be upsetting. We encourage staff to recognise that it is natural to feel upset and/or hurt. If staff feel that they are getting angry when dealing with an incident, they withdraw, give themselves space and time, and seek support during and afterwards. Managing distressed behaviour when feeling angry can escalate the situation. We avoid arguments and negotiations once a consequence is given but continue to give clear choices about further conduct.

## **Exclusion (Appendix D)**

Beech Green Primary School is an inclusive school which aims to promote equality in all aspects of school life. This policy is to be read alongside the school's Relational Policy, Single Equality Policy and the DofE guidance 'Exclusion from maintained schools, Academies and pupil referral units in England' (DofE 2012). Where relevant this policy references other school policies but is not intended to provide detailed information, however the policies referenced can be found on the school website.

The school takes a positive approach to encouraging good behaviour, however recognises that discipline in the school is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers in using exclusion as a sanction where it is warranted. Nevertheless, it is important to say that the exclusion of a pupil, either for a fixed period or permanently, from Beech Green Primary School will only be used as a last resort. The school recognises that it is responsible for communicating to pupils, staff and parents, its' expectations for standards of behaviour. The school has a range of policies and procedures in place to promote good behaviour and appropriate conduct and strives to foster good parental engagement.

## **Monitoring (Appendix E)**

All aspects of this policy will be monitored to ensure:

- Pupil behaviour remains good
- Adults provide regular and routine opportunities to reinforce good behaviour for learning in line with agreed practice
- All adults model, notice and praise good behaviour which has a positive impact
- All adults notice, remind and respond to behaviour which has a negative impact
- Adults in school are well supported by senior leaders, are able to access external support and (through training) know how to manage the complex range of needs within a school setting
- Incidents are reported and recorded correctly and with expedience
- Responses and consequences (rewards and sanctions) are equitable, proportionate and fair
- Patterns in behaviour are identified early on so that proactive support can be provided
- Staff and children have a regular opportunity to share concerns about behaviour at Beech Green

Monitoring will include observations across the school, CPOMS reports, staff and pupil surveys and Deep Dives. Monitoring will be completed by pastoral team, governors, senior leaders and teaching staff who may need to consider triggers and patterns. External agencies may also be invited in to provide additional bespoke support for a class, group or individual. Any specialist support provided will also be monitored to assess impact/cost benefit.

## Notice, Praise, Practise, Remind

Everyone has a responsibility to ensure these basic expectations are being met - expectations need to be revisited at least weekly

Around School	Adults and children will	When Learning	Adults and children will
Tidy up any mess you see and leave rooms ready for further use	Floor, desks, walls – neat and organised	Be punctual at the beginning of the school day and for each lesson	Work on desk or board at start of each lesson: notice, praise, remind
Follow the instructions of a Beech Green adult	Rehearse following instructions + Play team: OPAL assembly	Stay in seat – do not get up to speak to an adult	Notice, praise, remind
Walk quietly around school	Every adult – model, notice, praise and remind	Enter classrooms quietly and sit down immediately	Work on desk or board at start of each lesson:
Line up in alphabetical order	Rehearse line up	Do not get up for a drink or to use the toilet	Year group decide drink and toilet times
Show respect and good manners to all e.g. please and thank you, sorry, excuse me, pardon, polite greetings, use people's names, respond to greetings, hold doors open, use positive tone	Every adult – model, notice, praise and remind Rehearse line + Play team OPAL assembly	Star learning <ul style="list-style-type: none"> <li>❖ Straight (safe, still) sitting</li> <li>❖ 'Track' the person speaking</li> <li>❖ Answer ready</li> <li>❖ Respectful silence</li> </ul>	Every adult – model, notice, praise and remind
Only bring essential equipment to school	Check during line up morning	Have the correct equipment ready and look after it e.g. uniform, PE kit, etc	Check during line up – one line up on PE day
Follow the 'Team Stop' signal of a raised hand	Every adult – notice, praise and remind Rehearse line up + Play team – OPAL assembly	Books must be neat and tidy e.g. single line to cross out mistakes, clean covers	Every adult aware
Work hard and to the best of ability, demonstrating independence and a positive work attitude	Every adult – model, notice, praise and remind	Complete all work expected during the lesson or complete during break or lunch times	Year group decide rota for adult supervision at break time
Treat each other with friendship, kindness, care and consideration	Every adult – model, notice, praise and remind	Treat each other with friendship, kindness, care and consideration	End of lunchtime line up – check

## Responsibility, Recognition and Communication

Develop confidence and self-esteem

Whole school	Year group	Class or group	Individual
Whole school reward days Annual OPAL Play Event	Whole year group curriculum enrichment day and educational visits	Class displays highlight positive contribution of groups/class	Opportunity for individuals or small groups e.g. competition entry
House events 4 competitions each year Spelling/phonics Timetables/number facts Team games Athletics/sports day	Agreed year group praise and reward system e.g. Monster Merits, treat trail, marbles, over and above board	Allocate roles and responsibilities to pupils on a rota basis Inform parents by displaying rota on classroom window	Praise email
Values award – whole school assemblies	Values award – Year group led assembly	Values award – completion of work in values book	Values award – nomination/recognition of individual contribution
Open door sessions for parents/carers WOW stickers needed Child – identifies best work School adult – identifies best work and shows class Parent/carers identifies best work	Year group assemblies and performances	Specific performances e.g. instruments; singing; sport  Recognition in assembly to share learning or success	



## Consequences, Restoration and Prevention

Consequences to support children to be accountable and to develop skills to change their behaviour rather than to punish the child.

Level one	Possible Response and Consequence	Ideas for Restoration and Prevention
Out of seat Calling out/interrupting Purposely disturbing others Improper use of equipment Beginning to challenge instructions Speaking with disrespect Not trying their best	Non-verbal communication Eye contact, verbal reminder, gentle touch Proximity control (move closer to the child) Pause the lesson – briefly Positive reinforcement of ‘expected’ behaviour Use ‘Team Stop’ to refocus where necessary Move child to different space in the classroom Stay in at break to discuss behaviour/complete work with an adult and have a restorative conversation Ask an alternative adult to temporarily support the child if the relationship is ruptured, find time later to ‘restore’ the relationship	Weekly rehearsal of expectations Talk to child; use ‘I wonder’, ‘I’m imagining’, ‘I’m noticing’ to support the child to label the behaviour Re-read EHCP, My Plan and related documents e.g. Ed psych report
Level two	Possible Response and Consequence	Ideas for Restoration and Prevention
Regular repetition of level one behaviours Refusal to work Consistently challenging instructions Persistent calling out Swearing	Give choice/consequence twice Move child to different space in the classroom Stay in at break to discuss behaviour/complete work with an adult – child to complete Time to Think sheet – add to CPOMS inform parent Move child out of class with adult Miss lunchtime – work to be provided or tasks allocated	Child to complete Time to Think * sheet in break Ask SENCo or SLT to observe behaviours Discuss difficulties with parents write individual behaviour plan and report sheet Complete cause for concern for SLT/SENCo Re-read EHCP, My Plan and related documents e.g. Ed psych report
Level three	Possible Response and Consequence	Ideas for Restoration and Prevention
Threatening language Intentional damage Persistently disruptive Racist/homophobic incident Ongoing incidents of bullying Causing physical harm	Remove child(ren) from situation Ask for support from SLT (to sit alongside year group adult) Time to Think sheet completed – to get all facts Arrange meeting with parent Internal exclusion including break and lunchtime – work provided Temporary fixed term exclusion – letter and work provided Permanent exclusion – see exclusion policy	Targeted specialist intervention – individual or group Reduced timetable 1 to 1 mentor and/or external agency support Home and school specialist support

## Appendix D

Unacceptable behaviour may prove to be persistent, and this is where an exclusion may be actioned, in which case, support for the child will be agreed with the parents and relevant external agencies.

Reasons for Exclusion	Procedure for Making a Fixed Term Exclusion
<p>Reasons might include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• A serious breach of the school's values, rules or policies;</li> <li>• A risk of harm to the education or welfare of the pupil or others in the school;</li> <li>• Physical or verbal assault against a pupil, member of staff or others in the school;</li> <li>• Serious damage to school property;</li> <li>• Theft;</li> <li>• Weapons in school;</li> <li>• Persistent disruptive behaviour;</li> <li>• Persistent bullying;</li> <li>• Indecent behaviour;</li> </ul> <p>Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.</p>	<p>Headteacher takes the decision to exclude a pupil for a fixed period; Contact the parent/carer ideally by telephone to arrange the collection and supervision of the pupil. The child's welfare must ALWAYS be the prime consideration;</p> <p>The Headteacher must give written notice to the parents informing them:</p> <ul style="list-style-type: none"> <li>• The precise period and the reasons for the exclusion;</li> <li>• The parents' duties during the first 5 days;</li> <li>• The parents right to make a representation to the governing body;</li> <li>• The person the parent should contact if they wish to make such representations;</li> <li>• The arrangement to set and mark work for the pupil during the initial 5-day period;</li> <li>• If relevant the school day on which they will be provided with full time education;</li> <li>• Details of the reintegration interview.</li> </ul>
<p>The school considers permanent exclusion to be a very serious step and the Headteacher will need to investigate the incident thoroughly before this decision is made. Permanent exclusion will follow a range of strategies set out by the school as detailed in the Relational Behaviour Policy and is seen as a last resort, or it will be in response to a very serious breach to school rules and policies such as:</p> <ul style="list-style-type: none"> <li>• Serious actual or threatened violence against another pupil or a member of staff</li> <li>• Carrying an offensive weapon with intent to harm</li> <li>• Persistent bullying</li> <li>• Racial harassment.</li> </ul>	<p>The Headteacher takes the decision to exclude a pupil permanently;</p> <p>Contact the parent/carer immediately ideally by telephone;</p> <p>The Headteacher must give written notice to the parents and must inform the governing body and LA within 1 day; the LA/school has a duty to arrange full time education from day 6 of the exclusion; the LA/school has a duty to provide full time education for a looked after child from day 1</p> <p>The governing body must convene a meeting within 15 school days to review the exclusion and consider reinstatement; invite parent, Headteacher and LA. The governing body must inform the parent, Headteacher and LA officer of their decision in writing within 1 day of the hearing stating reasons;</p> <p>Where parents dispute the decision of a governing body not to reinstate an excluded pupil, they can ask for this decision to be reviewed by an independent review panel.</p>

## Monitoring and Reporting

Daily	All staff daily – <b>model, notice, praise and remind</b> : Beech Green walking; STAR learning; hand up to gain an adult’s attention rather than wandering around the classroom; respect and good manners to all; punctual at the beginning of each lesson; enter classrooms quietly and without fuss; floors, desks, walls – keep the school tidy; follow the ‘Team Stop’ signal of a raised hand; complete all work expected during the lesson or complete during break or lunch times; work hard and to the best of ability, demonstrating independence and a positive work attitude; follow the instructions of a Beech Green adult; treat each other with friendship, kindness, care and consideration; use the toilet at break and lunch times to avoid missing learning					
Weekly	Line up practise: twice a week outside to practise expectations of a quiet line; to check uniform; practise being polite i.e. children hold door for each other/say thank you on way in.  Allocate member of year group team complete checklist * Correct uniform? Correct kit? Only essential equipment? Line up in alphabetical order  Rehearse and remind Team Stop; showing respect and good manners					
Termly	Behaviour for learning observation by SLT	CPOMS report – monitored by staff in Year group	Pastoral observation of specific pupils	Pupil review meetings (every 12 weeks)	Staff survey	Pupil survey

### Check list

Days? Times? (alternate between outside/inside classrooms; rota of adults to lead including play team)

Silent

Register order

Correct uniform