



Roelcliffe CE Primary School Relationships and Behaviour Policy

Faith, courage, love
Faith to move forward in confidence and succeed.
Courage to make a difference in the world every day.
Love one another as God loves us.

Aims

This Relationships and Behaviour Policy aims to:-

- Inform all stakeholders at our school of our relational and restorative approaches to behaviour management which support the emotional well-being, social/emotional development and learning of all pupils.
- Define the use of Relational Practice and Restorative Practice which builds children's capacity for self-regulation and their ability to independently resolve conflict.
- Improve pupils' behavioural and cognitive outcomes and develop a lifelong love of learning through their ability to apply positive behaviours for learning.

Rationale

At Roelcliffe CE Primary School the **relational practice, restorative approach** and our **school values** support effective behaviour management and are at the heart of our Relationships and Behaviour policy.

The policy relates to our school values in the following particular ways:

Faith

Relational practice and a restorative approach requires faith in the process - a step out into believing the best of all involved, and that forgiveness, justice and reconciliation are both possible and desirable. As a Church of England School, Roelcliffe school has Christian principles at its heart - and at the very heart of the Christian faith is the belief in forgiveness and the love of God and neighbour. These faith principles are also at the centre of the principles of a restorative and relational approach to behaviour management.

Courage

Being open and honest about our mistakes and our wrongdoing is one of the most courageous things we can do. Roelcliffe school commits to fostering a climate of loving and courageous honesty within and between all pupil, staff and governor interactions including the courage to accept the consequences of our mistakes, and the determination to put things right where we are able. All members of the school community should feel that it is a safe place to admit mistakes made and to speak out where wrong has been done.

Love

Roelcliffe School acknowledges that love is an action, not just a feeling, exemplified in the sacrificial life of Jesus. The school therefore commits to working through difficult issues showing love for all those involved. Love demands both

justice and forgiveness and we commit as a school to working to see both justice and forgiveness at the heart of our life together. This relational and restorative approach encapsulates the Christian message - that all people are worthy of love and respect, and all are loved and cared for by God, and so, as a school community, we will endeavour to live out the Gospel commandment to “love our neighbour as we love ourselves.”

We believe that children can not be taught to behave better by making them feel worse through the delivery of punishments only. When children feel better, they behave better. Our staff work with the child/ren to understand the ‘why’ behind their behaviour and focus on using dialogue to increase a child’s awareness of the impact of their actions, support reparation and the children’s ability to move on.

Research has demonstrated that investing time and resources into improving relationships in schools leads to positive outcomes around inclusion, engagement, attainment and achievement in the short term and community safety and cohesion in the longer term.

(Behaviour in Scottish Schools Research BISSR).

The three elements of Relational Practice

1. Developing relationships

In order to be successful at school, all children need to develop secure relationships which enable them to feel safe, secure and good about who they are. For this to happen, relationships need to be at the heart of school-life.

Through forming and experiencing positive relationships, the children at our school are more able to regulate their feelings and behaviour, develop their understanding of social situations and develop healthy and positive feelings about themselves and their abilities.

All staff and pupils at Roecliffe CE Primary School have high expectations of behaviour and it is an expectation that staff will be role models for children. The adults in school help all children to understand and maintain our core values of Faith, Courage and Love by providing opportunities to learn about their actions, both positive and negative, on others and their relationships.

Relationships can be challenging, but as a school committed to relational practice, we aim to enable children to resolve their own conflicts restoratively. We believe that positive relationships support behaviour boundaries to be maintained and strong emotions to be regulated.

2. Responding and Calming

I have come to a 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 humanised or de-humanised.

Haim Ginott, *Teacher and Child* (1972)

When staff notice that a child is overstepping a behaviour boundary, they approach the child with a calm and open manner which is appropriate to the age of the child. When issues arise, most are resolved quickly, often with support from an adult. When some children experience strong emotions, they may need support to help them to regulate (co-regulation) and to become calm.

When pupils appear stressed or dysregulated, staff members ensure that they reduce language demand and do not ask questions or give lots of choices. Any direction given is clear and not overly ‘wordy’. A relevant ‘safe space’ can be

sought if needed, and distraction techniques are used to de-escalate challenging behaviour followed by a restorative practice conversation to restore calm and maintain positive relationships.

3. Repairing and Restoring

Restorative Practice enables those pupils who have been upset to convey the impact of this to those pupils who are responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative Practice is based on a philosophy which places relationships, respect and responsibility at the heart of its approaches to behaviour management. Restorative discussions at the time of conflict with the relevant pupils supports them to share their feelings, rebuild relationships, problem-solve and play an active role in challenging and supporting one another.

All language and practice used in Restorative Practice discussion provides the opportunities for everyone to:-

- Learn about the effects of their wrongdoing or inappropriate behaviour
- Take responsibility for making amends to those they have hurt
- Repair and restore the relationship with those who have been hurt

Staff take a consistent approach to facilitate the restoration of relationships between pupils and restorative conversations include the following five questions in this order -

- 1. What happened?**
- 2. What were you thinking at the time?**
- 3. How were you feeling at the time?**
- 4. Who else has been affected by this?**
- 5. What do you need, and what needs to happen now, so that the harm can be repaired?**

Consistency is key

We believe that consistency is key in maintaining an effective approach to behaviour management. This does not mean always responding in the same way to each child or behaviour, it means responding in a way which is consistent to our values and beliefs. Whilst each individual child benefits from a consistent approach, being consistent and fair is not about everyone getting the same, but everyone getting what they need - clear boundaries, predictable routines, high expectations and respect.

For some children, their difficulties with language and literacy may significantly impact on their ability to access the learning and social environment and this may impact on their social and emotional development and well-being. We believe, therefore, that it is vital to consider language and emotional needs alongside a child's relational needs and respond accordingly. It can be helpful for younger children, when having restorative discussions, to make links between causes and their effects in little chunks to help them organise their thinking.

Communication between staff and consistency when applying this policy is paramount if it is to be successful. Staff are expected to share with each other particular concerns about any individual child or particularly positive actions by a child. Behaviour incidents are recorded by staff for future reference on our school MIS, Arbor. Communication with parents is also important. Our aim is to inform parents as early as possible about behaviour, good or bad. We don't see informing parents as a sanction within itself but merely as sharing information and working in partnership to support the child.

Our whole school behaviour agreement

Our whole school behaviour agreement, which sets out the aspirations for our own and others' behaviour, reflects our set of school values and vision statement.

Faith

'Faith to move forward in confidence and succeed'

We try our best all day, every day.

Courage

'Courage to make a difference in the world every day'

We challenge ourselves to discover more about ourselves and the world around us.

Love

'Love one another as God loves us'

We look after and respect each other.

Pupils are rewarded when they demonstrate examples of the values and behaviours we are striving for, and challenged when they are not.

Teachers also produce a class agreement (a set of classroom rules) with their pupils at the start of the school year which supports the smooth running and organisation of each class.

Rewards and consequences

At Roecliffe, we believe in rewarding pupils who demonstrate effort, the school values and positive learning behaviours. House points are rewarded individually and recorded collectively on house point displays in each classroom. The house, which accumulates the most house points throughout the half-term, is awarded a non-uniform day.

Positive behaviour and effort is also celebrated through weekly Head Teacher awards and contact with parents.

Lunchtime staff award a small group of pupils the 'Lunchtime Superstar' title each week for demonstrating effort, positive behaviours and values during the lunchtime period. These children enjoy a reward of juice, a laid table and are served first.

Children who demonstrate positive values and behaviours at playtime are rewarded with a raffle ticket which joins other tickets throughout the week. The raffle is drawn on Fridays to choose a small group of winners who have a choice of special activities on Friday afternoons.

It is important for children to understand when their behaviour is unacceptable and the impact this has caused on others. Restorative discussion with an adult will often mean that the child is taken away from an activity (such as playtime) and is spending time out to repair the situation. Depending on the incident, the staff member may feel that additional 'time out' to reflect is appropriate or another similar sanction. We believe that any 'sanction' should be proportionate to the incident and decided by the pupils in conjunction with the staff member.

Minor disruptions (e.g. distracting others, showing poor manners, grabbing, lacking awareness of others etc) are dealt with in class by the class teacher/teaching assistant using gentle but firm verbal and non-verbal reminders. Wherever possible, positive behaviour is celebrated to affirm that an expectation has been met by a child/children. If a pupil is

disrupting the learning of others in class and has been reminded of expected behaviours, the following system is put in place starting with number 1 and working through as far as deemed necessary, to number 6 :-

1. Staff member gives a verbal warning to the child to remind them of what they need to do to meet behaviour expectations and why this is necessary.
2. Staff member writes the pupil's name on the board. The pupil's name will be rubbed off at the end of the lesson to enable the child to have a 'fresh start' for the next session.
3. Pupil misses ten minutes of playtime
4. Pupil misses the whole playtime (KS2)
6. Head teacher discusses the pupil's behaviour with the child's parents and internal exclusion takes place for the rest of the day, working away from their class. The appropriate strategies to support the child to manage their behaviour are implemented.

We recognise that some pupils may need a more individualised approach to support them to regulate their behaviour and that a bespoke system needs to be in place for these children.

Serious Offences Relating to Behaviour

Fixed Term Exclusion

Fixed Term Exclusion means that a child is not allowed on the school site for a defined period determined by the Headteacher.

'Good discipline in schools 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.'

(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is serious.

The following are examples:-

- Breaches of health and safety rules
- Verbal abuse of staff, other adults or students
- Possession of drugs and/or alcohol related offences
- Wilful damage to property
- Bullying
- Sexual misconduct
- Theft
- Making a false allegation against a member of staff
- Persistent defiance or disruption
- Minor assaults or fighting

Permanent Exclusion

Permanent exclusion means that a child is permanently removed from the school.

'A decision to exclude a pupil permanently should only be taken:

- in response to serious or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'.

(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:-

- Serious actual or threatened physical assault against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Possession of an illegal drug with intent to supply.
- Carrying an offensive weapon.
- Making a malicious serious false allegation against a member of staff.
- Potentially placing members of the public in significant danger or at risk of significant harm.
- Persistent defiance or disruption where all other avenues have been exhausted.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community. For children who are deemed to be at risk of exclusion a formal meeting will be called for a discussion between the parents or carers, the Headteacher and other relevant and significant staff involved with the child, and where appropriate outside agencies. The purpose of the meeting will be to establish and clarify the child's individual targets.

Strategies for promoting positive behaviour

- Good quality teaching and interesting and engaging learning
- Clear and consistent high expectations communicated regularly to pupils
- Praise for positive behaviour and effort
- Children are involved in the decision-making around class rules and agreeing consequences
- Children are listened to and supported to repair and restore the situation
- Recognition when behaviour has improved
- Giving children responsibility for areas around the school or helping adults
- Peer mentoring and modelling of expected behaviours

Positive Behaviours For Learning

Intelligence plus character - that is the goal of true education

Martin Luther King Jr

'Character' can be defined as the attributes or features which make up and distinguish an individual. At Roecliffe CE Primary School we believe that character education can be defined as the explicit and implicit educational activities which support children in developing positive personal character strengths and virtues. We believe that character education is imperative in developing the whole child and should, therefore, permeate the curriculum - it should not only be taught in lessons such as PSHE and discussed in Collective Worship sessions, but also 'caught' in learning opportunities throughout the school day in planned and unplanned moments.

Character education provides opportunities for the modelling and discussion of desirable virtues and can support pupils in developing a skill set which will serve them well beyond their years in education and better prepare them for making and sustaining relationships.

Character education which permeates our curriculum supports the 'Positive Behaviours for Learning' approach. Positive behaviours for learning are the foundation of effective classrooms as they open up pupils' ability to feel confident in asserting their roles as learners amongst their peers.

At Roecliffe, we support the children to develop five main types of positive behaviours for learning which we believe maximise pupils' learning potential: -

I am an active participant

(I have FAITH that I can succeed and do my best)

I am resilient

(I have COURAGE when coping with setbacks)

I am independent and responsible

(I show FAITH in myself and LOVE for others by being taking responsibility)

I challenge myself

(I have COURAGE to take risks and try new things)

I work positively with others

(I show LOVE for others by listening, contributing and sharing)

These five Positive Behaviours for Learning are promoted throughout lessons and pupils are encouraged to develop their learning behaviours throughout their time at school. All staff members reward pupils when these positive learning behaviours are demonstrated and the positive impact on pupils' outcomes is celebrated through verbal recognition, the awarding of house points and/or Head Teacher Award.

Staff members would expect pupils to demonstrate values, effort and positive behaviours for learning throughout the school day in a variety of places and situations. This expectation includes pupil's behaviour whilst working remotely or online, with other classes in other areas of school outside of their normal classroom space and whilst away from the school site.

Bullying

No-one has ever made himself great by showing how small someone else is.

Irvin Himmel

What is Bullying?

Bullying is the systematic use of aggression and negativity by an individual or group of individuals with the intention to hurt another person.

Bullying can be: -

Emotional - being unfriendly, excluding, tormenting

Physical - pushing, kicking, hitting, punching or any use of violence

Racist - racial taunts, graffiti, gestures

Sexual - unwanted physical contact or sexually abusive comments

Homophobic - because of, or focussing on the issue of sexuality

Verbal - name-calling, sarcasm, spreading rumours, teasing

Cyber - All areas of internet, such as email and internet chat room misuse; mobile phone threats by text messaging and calls; misuse of associated technology, i.e. camera and video facilities

As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated.

Procedures for dealing with bullying

1. Report bullying incidents to staff or an appropriate adult.
2. In serious cases parents should be informed and will be asked to come into a meeting to discuss the problem.
3. If necessary and appropriate, the police will be consulted.
4. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
5. Every attempt will be made to help the bully/bullies change their behaviour.

Outcomes

1. The bully/bullies will be asked to genuinely apologise.
2. In serious cases, Fixed Term or even Permanent Exclusion will be considered.
3. If possible, the pupils will be reconciled.
4. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention of Bullying

We strive to ensure that the personal, social and emotional development of children is at the forefront of all we do at school. Our values of Faith, Courage, Love, underpin our Relationships and Behaviour policy, and through this, we encourage our children to make our school a safe, caring place in which to learn. We strive to promote good decision making, children taking responsibility for their actions and seeking to repair and reconcile when necessary.

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