

WELSHPOOL CHURCH IN WALES PRIMARY SCHOOL RELATIONSHIPS POLICY

Introduction

Welshpool Church in Wales School is proud to be a Christian School, supported by the Church in Wales. As Christians, we are taught to love each other and we aim to put this at the heart of everything we do. We believe in every child as an individual and that caring for a child should go hand in hand with teaching. Our school has a set of values that are rooted in the Christian faith, supplemented by some core human values. These values are very important to us and key messages are reinforced about the importance of reflecting our chosen values in everyday life.

All behaviours are communications, all in response to a feeling, experience or stimulus. Everything we do, all our words, actions, postures, planning, organisation, and also what we do not do, contributes to behaviour. It is therefore crucial that staff consider their own behaviour and what this is communicating at all times, as this is where behaviour management begins.

The reason for having a policy is to have a whole team approach and dynamic focus on that aspect of school life. This will ensure and bring coherence and consistency to the variety of interactions we all have with children, families and each other every day, to support as positive and safe a response as possible.

We aim to enable all young people to understand and value others, appreciate diversity and develop the skills to analyse and debate issues. We believe that this plays an important role in helping young people to become insightful and more resilient. We aim to facilitate a happy, safe school where laughter, enjoyment and fun is of paramount importance, for everyone!

We believe the management of children's behaviour and mood (and that of our own) should reflect the values of the school. We choose an approach and procedures which enhance the quality of the adult - child and child - child relationships. This principle guides all our actions and rules.

The formation of healthy relationships is one of our main goals and the basis of much good behaviour and effective learning. We are always aware that all discipline involves values and we continually strive to find better ways of helping our children to learn more satisfying ways of behaving.

We believe that:

- pupils who feel safe, valued, cared about and successful tend to respond in a more positive and appropriate way;
- when pupils are treated consistently, they are able to distinguish between desirable and undesirable behaviour, they begin to feel safe and trust in the predictable environment, enabling them to take risks in their learning;
- if the ethos of the classroom and the school is positive, there will be an atmosphere of mutual respect and enhancement of self-esteem in which pupils are behaving in an actively positive manner, and teaching and learning is leading to achievement;

- when we feel happy and enjoy, we learn far better.

Aims

We aim:

- to create a warm, caring, calm and orderly atmosphere of belonging in the school that positively promotes learning and a sense of community;
- to achieve consistency of attitude and response by staff which gives a sense of security and safety;
- to promote and encourage the continual development of all staff in the understanding and working with children with social, emotional and behavioural difficulties and review our practice regularly;
- to promote in all pupils a sense of self-discipline and an ability to take responsibility for their actions;
- to create a climate of mutual respect between all pupils, staff and visitors and a proper concern and respect for the school environment;
- to help pupils change their anti-social behaviour that causes them so much unhappiness and to learn ways of behaving and solving difficulties that enable them to feel safe in their ability to manage feelings and control their behaviours;
- to create an environment that is safe, physically and emotionally, for everyone in the school;
- to develop a partnership with parents which recognises and respects important factors in the home life and experience of the child, and through ongoing dialogue supports parents to take a proactive and confident role in the management of their children's behaviour and needs;
- to develop self-aware and organised thinking skills;
- to facilitate an environment of infectious positivity and happiness.

Guidance for All Staff - Establishing positive behaviour at our school is a collective responsibility.

- Positive re-enforcement of good behaviour is more effective than negative consequences.
- Although there are agreed consequences for children who let themselves down, it is the encouragement of good behaviour, which is far more important than consequences. Staff should praise children who behave politely, kindly, sensibly etc. Verbal feedback on behaviour should be given a high priority in an out of class. Good behaviour and positive attitudes should be discussed in Health and Wellbeing sessions, Collective Worship and Celebration Assemblies. Stickers and certificates should acknowledge and reinforce positive behaviour as well as academic achievement.
- A well-managed, well-planned environment decreases potential for challenging behaviours. Interventions such as Thrive, Trauma Informed Schools and a cluster-based Nurture Programme provides specialise support for vulnerable pupils.
- Staff should ensure that school activities are well-planned and resources well organised as this will ensure every child knows what is expected of them and when. We need to teach behaviour as we teach other aspects of the curriculum. Classes

are well-organised with lessons that are well-prepared and take into account the range of abilities.

- A calm controlled learning environment is conducive to positive learning as well as good behaviour. All children should be treated sensitively to maintain their self-esteem. Criticism should never damage self-esteem. Censure should always focus on the behaviour not the child.
- Staff should take time to explain the reasons for children being asked to do something. They should take every opportunity to keep caring and respect for people and property in high profile. Children should be listened to and spoken to calmly.
- Every effort should be made to diffuse potential problems before they arise through discussion, good organisation and consultation. It is important to offer some privacy to these conversations during the school day and respect the emotional well-being of all concerned. The Cwtch Room offers a safe haven during break and lunch times.
- Certain behaviour, such as bullying, rudeness, fighting, swearing etc is never acceptable and should always be dealt with when encountered. It should not normally be necessary to shout.
- A wide range of Specialist Outside Agencies will be used to support children with challenging behaviours.
- The Headteacher reserves the right to inform parents of unacceptable behaviour, which may in future lead to exclusion.

The Role of the Class Teacher

- Provide good quality teaching in lessons and stimulating and thoughtful curriculum delivery
- Set clear expectations for behaviour in class and around school
- Maintain a well organised and carefully managed classroom
- Make specific constructive, positive comments
- Encourage the children to set their own goals and take ownership of their learning
- Establish consistent classroom procedures
- Give clear instructions and explanations
- Set learning intentions with clear success criteria
- Monitor progress carefully
- Mark work regularly and give appropriate feedback
- Handle misbehaviour quickly and calmly so that the pace of the lesson is not lost
- Listen carefully and react appropriately
- Communicate achievements in behaviour and work to parents and carers
- Praise and reward often

The Role of Lunchtime Supervisors

Lunchtime Supervisors have an important role in supporting and maintaining good order in the playground at lunchtime and the dining hall.

Lunchtime Staff should deal with any issues with behaviour following the Behaviour Pathway (see Appendix A).

Lunchtime Staff should report issues of serious misbehaviour to the Class Teacher who will inform the HT and DHT if needed.

Lunchtime Staff are encouraged to reward children for politeness and positive behaviour with stickers and can give special certificates for positive behaviours which are presented on a weekly basis during Celebration Assembly.

Peer Mediators support the Lunchtime Staff in managing/diffusing problems before they escalate.

The Role of the Headteacher

The Headteacher is responsible for the promotion of:

- Self-discipline
- Proper regard for authority
- Good behaviour
- Respect for others
- Respect of property

The Headteacher is also responsible for:

- Maintaining acceptable standards of behaviour
- Regulating the conduct of pupils
- Relevant consultations with the Local Authority
- Exclusions from school

The Headteacher should act in accordance with governors' statements and have regard for governors' guidance. To fulfil the governors' principles the Headteacher should manage staff, foster a sense of community, take the lead in setting aims and standards, encourage collective responsibility, establish clear communication systems and direct overall curriculum planning.

The Role of Parents and Carers

Parents and Carers have responsibilities which will contribute to maintaining positive behaviour in and around our school. These include ensuring the following:

- Regular attendance and punctuality
- Providing the correct school uniform
- Regular attendance at Parents' Meetings to discuss progress
- Actively encourage the child to participate fully in their day-to-day schoolwork and in the wider life of the school community
- Agreement and co-operation in matters of discipline and a willingness to reinforce the school's efforts at home
- Keeping in contact with the class teacher so that communication can be open and honest

We provide a warm and welcoming environment for parents and carers. We respect the difficult role that many parents and carers have. Teachers and support staff should be alert to the difficulties and pressures which can arise from complex family relationships and the impact of unemployment, homelessness, family bereavement, racial tension and illness.

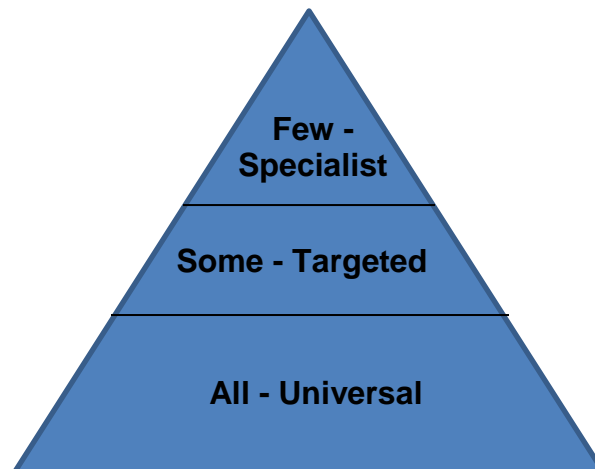
Sometimes family re-organisation may result in children having very disrupted lives, moving between different homes or moving out of areas where they had established friendships. For some children the school may temporarily be their only secure and stable environment. It has been shown that when children are valued, respected feeling safe and secure at school this can help to protect them against adversity in circumstances at home or in the community. Our procedures for recording and identifying potentially vulnerable children with problems should be sensitive to the links between their behaviour and their experiences outside school. We will involve other agencies or support services to help the child in their social emotional development.

The Role of the Governors

The governing body has the responsibility in setting down these guidelines for discipline and behaviour, and or reviewing their effectiveness. The Headteacher has the day-to-day authority of implement this policy, but governors may give advice to the Headteacher about particular disciplinary issues.

The Importance of Relationships and Consistency

At WCIWPS, we understand the importance of developing relationships and being consistent with all the children we care for on a daily basis and ensure the following:



Universal Consistencies

- Provision of class rules
- Daily meet and greet at 9am
- Use of 'Calm, Ready and Safe' (see Appendices B to G)
- Short instructions – as few words as possible
- Persistently catching children doing the right thing
- Picking up on children who are failing to meet expectations
- Accompanying children to the playground at break times, lunch times and at the end of every day
- Meeting children towards the end of break times and lunch times
- Praising in public
- Reminding in private

- Consistent language
- Staff communication and sharing of information
- Use of Behaviour Pathway (see Appendix A)
- Provision of a 'safe place' in every class
- Welshpool Five: Eyes, ears, legs, lips, ready (see Appendix H)
- 'I want my teacher to know . . .' box

Targeted Consistencies

- Use of timers
- Reward Charts
- ABC Behaviour Assessment (see Appendix I)
- Behaviour Tracker (see Appendix J)
- Interventions e.g. Thrive, TIS
- Discussion at ALN Meeting

Specialist Consistencies

- Defined 'Behaviour Procedures' (see Appendix K)
- Referral to outside agencies

Over and Above Recognition

- Verbal praise
- Values stickers and points
- Show work to another adult
- SLT praise
- Certificates
- Stickers in the Foundation Phase
- Raffle tickets and rewards in KS2

Behaviour Pathway (See Appendix A)

1. Reminder
2. Warning
3. Time In
4. Restorative Conversation
5. Parents Informed
6. Seclusion
7. Exclusion

Stepped Boundaries

Use a gentle approach, use child's name, child's level, eye contact, deliver message...

1. Reminder	<p>I noticed you chose to This is a REMINDER that we need to You now have the chance to make a better choice. Thank you for listening</p> <p>Examples: "I notice that you're running. You are breaking our school value of being considerate to those in our community. Please walk. Thank you for listening." "You're running. That's not safe. Please walk. Thank you."</p>
2. Warning	<p>I noticed you chose to This is the second time I have spoken to you. If you choose to break the rules again you will leave me no choice but to ask you to, (speak to me for two minutes at break/work at another table/work in another classroom etc) (Learner's name), do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening/I'm glad we had this conversation.</p> <p>Examples: "I have noticed you are not ready to do your work. You are ignoring the school value of being curious and ambitious. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening." "You're not ready/not doing your work. That's not what we do here. You are choosing to do this at another time, like playtime. Do you remember how you got it done and finished yesterday? That is what I need to see today. Thank you."</p>

3. Time In	<p>I noticed you continued to choose to</p> <p>You need to (speak to me for two minutes at break/work at another table/work in another classroom etc)</p> <p>Playground: You need to (stand by other staff member/me/sit on the picnic bench etc)</p> <p>I will speak to you in two minutes</p>
	<p>Examples:</p> <p>“I have noticed you chose to use rude words. You are breaking the school value of being kind and respectful to our community. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.”</p> <p>“You’ve used rude words. You aren’t being kind and respectful. You’ve chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you.”</p> <p>*DO NOT describe child’s behaviour to other adults in front of the child*</p>

4. Restorative Conversation	<p>What happened?</p> <p>What were you feeling at the time?</p> <p>What have you felt since?</p> <p>How did this make people feel?</p> <p>Who has been affected?</p> <p>What should we do to put things right?</p> <p>How can we do things differently?</p>
	<p>*Remember it’s not the severity of the consequence, it’s the certainty that this follow up will take place that is important*</p>

Consequences

Consequences should:

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Consequences need to be in proportion to the action. It should also be made very clear that it is the behaviour that is unacceptable, and any consequence should address this, not be made personal to the child.

Incidents are logged on an Incident Form at the staff member’s discretion.

The Graduated Response

1. Teacher identifies that a child has special educational needs or behaviour difficulties.
2. The child is discussed at our regular ALN Meetings, which involve SLT, the ALNCo, the Specialist Centre Teachers and members of the Pastoral Team. Possible

- interventions that are additional to or different from those provided as part of the school's usual behaviour strategies are suggested including Thrive, TIS etc.
3. Provision for the child is discussed with his/her parents and strategies employed to enable the child to progress within an IDP on the ALN Register.
 4. If progress is not adequate, the ALNCo may seek the advice and support from external agencies.

Where a child is presenting persistent significant behaviour difficulties an individual 'Behaviour Procedure' may be written. Relevant staff, agencies and the parents will be involved. The plan will be communicated to all relevant staff.

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. We recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. We need to ensure we all build meaningful relationships with each individual child and it may be appropriate to organise a specific staff member to be a key person.

These children will have bespoke 'Behaviour Procedure'.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by trained staff only.

The school will record all significant and/or serious behaviour incidents on Incident Forms.

Exclusions will occur following extreme incidents at the discretion of the HT. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss. This will be followed up through regular PSP Meetings.

Permanent Exclusion

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The pupil will be considered to have Additional Learning Needs and the procedures for meeting those needs are set out in our ALN Policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Out of School Behaviour

Whilst this Relationships Policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

Damage to Property

Damage to school property, through misbehaviour, whether it be to the fabric of the building or to such items as books, which are defaced or damaged, will be reported to parents and where appropriate with a request for a voluntary contribution towards the cost of repair or replacement.

Thrive, Attachment Aware and Emotion Coaching

We are a THRIVE school (see Appendix L). We aim to continually deepened our understanding of how social and emotional learning develops and can be supported and how this underpins our capacity and availability for wider academic learning. We recognise this is core to our work as a school.

We apply Attachment Aware Approaches (see Appendix M) in our 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-communication

We also recognise that there is a strong link between emotions and learning and that understanding our emotions is a key aspect of understanding and managing behaviour. Therefore, we use Emotion Coaching.

We believe that through being Attachment Aware and using Thrive and Emotion Coaching, both children and adults are able to both manage their behaviour and to create an environment that is conducive to learning.

Recording and Reporting

Once the following examples of recording and reporting arrangements are acted upon, all paper documents are kept in individual pupil files and locked in the office. All electronic copies are kept on the One Drive in individual pupils ALN Folders:

- Staff maintain individual behaviour logs (e.g. ABC Behaviour Assessments) for some pupils

- Bullying related incidents are recorded separately following the KiVA process and reported to the Local Authority using an Online Incident Form
- Racial incidents are reported to the Local Authority using an Online Incident Form
- Any physical restraints and exclusions are documented
- All behavioural incidents are recorded on Internal Incident Forms and shared with the HT and the DHT in her absence
- Behaviours linked to welfare concerns are reported to the HT and the DHT in her absence using Significant Moment Forms
- All referrals and applications are kept in individual pupil ALN and/or safeguarding files on the One Drive and/or in individual pupil files locked in the office