

**Relationships Policy**

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**Bredbury St Mark’s CE Primary School Relationships Policy**

**Rationale**

This policy outlines the purpose, nature and support we provide for behaviour at Bredbury St Marks. Our school relies on its members of staff behaving in certain ways to achieve its purpose. Our central purpose is focussed on children’s overall well-being and their learning.

Our vision is that everyone at Bredbury St Mark’s is valued, treated with respect, fulfils their potential and learns without limits, through an ambitious and inclusive curriculum.

*“You can’t teach children to behave better by making them feel worse. When children feel better they behave* *better.”* - Pam Leo

Taking a **non-judgemental, curious and empathic attitude** towards behaviour is vital. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children displaying anti-social behaviours need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

All behaviour is communication or a form of information. Children are not deliberately choosing to annoy, irritate or disrupt. Their feelings are driving everything they are doing. They are unable to rationalise that without being taught and supported to do so. It is our role to recognise that they are trying to tell us something and we need to help them regulate. Our policy is centred around the teaching of this.

**Core principles**

**‘With God all things are possible’ Matthew 19:26**

***It is this belief in us from God that will enable us to dream, believe and achieve***

At Bredbury St Mark’s we have three school rules and six core Christian values which are taught explicitly to the children and are referred to daily.

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| **Bredbury St Mark’s Rules** | | |
| Be Ready | Be Responsible | Be Safe |

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| **Bredbury St Mark’s Christian Values** | | | | | |
| **Hope** | **Perseverance** | **Courage** | **Love** | **Friendship** | **Forgiveness** |
| To believe that there is a better way and want to improve things. | Continue trying when faced with a challenge and not giving up when mistakes are made. | To take risks and be confident to have a go. | The ability to understand and share the feelings of others. | To recognise the good qualities in others and how they can support us. | The importance of resolving differences and moving forwards. |

When children display the school rules or our values they are noticed for doing so and staff respond in the following ways:

**Thank you for**… showing kindness to Robbie and helping when he needed a friend.

**I noticed**… Susan showing responsibility by looking this way with her lips closed when I asked children to stop and listen.

**Fantastic effort for**…persevering with that tricky part of your learning when it would have been easier to give up.

**I’m proud of you…**for being honest about hurting Damian and then apologising for making the wrong choice.

**I liked the way…**you put up your hand when you were ready to speak.

**Encouraging Social Behaviours**

**Language:**

The language used is vital to get right. At Bredbury St Mark’s, we only use these terms:

* Difficult/dangerous/unsocial behaviour
* A child is in crisis, dysregulated or distressed
* A child is attention needing not attention seeking
* A child has additional needs

At Bredbury St Mark’s, we know long term behavioural change comes from developing internal discipline. Using a therapeutic approach, we teach positive behaviour in the following way.

**Developing trusting relationships with staff, children and parents/carers**

*‘Kids don’t learn from people they don’t like’* Rita Pierson (2013)

*‘I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.’* Often attributed to Maya Angelou.

* We have clear expectations that at the beginning of each school year the main focus is building positive relationships with all children as these relationships are essential to support positive behaviour.
* This is started through a transition program that gives children the opportunity to visit their new class and teacher before the summer holiday enabling children and staff to begin to get to know each other.
* For our new nursery and reception children this will involve transition visits prior to their start date.
* The promotion of positive relationships continues every day at Bredbury St Mark’s. Children at Bredbury St Mark’s should feel safe, valued, respected and liked by all adults. Adults show kindness, make connections, listen to children and greet them when they see them.

**Praise and positive reinforcement – ‘catching children getting it right’**

* Positive praise - flooding the positive behaviour in every classroom, ‘catching the children getting it right,’ for following our rules and showing our values. Praise may be given publicly and privately.
* Positive facial expressions
* Thumbs up
* Displays recognising the effort children have put into learning – Learning ladder
* Personalised strategies to prevent predictable behaviour
* Phone call home/at the classroom door
* See another member of staff/class
* Personalised compliments
* If an adult at school needs to talk to a child about behaviours that are not prosocial this will be done privately to avoid humiliation or giving too much ‘air time’ to anti-social behaviours

**Responding as role models and using positive phrasing**

*‘Instead of demanding that children respect their elders, we can demonstrate what that looks like and treat children* respectfully’ Lelia Schott.

* Children learn best from being surrounded by good role models. Adults in school will always demonstrate consistent, calm adult behaviour.
* We know that ‘children can’t be what they can’t see,’ therefore, all adults at school speak respectfully to each other, to children and about children.
* We walk in the school building, listen to children when they talk to us and take time to teach children social ways to behave, always linking this to our rules e.g. Thank you for holding the door open and showing responsibility.
* We model to the children, often through talk, how we are feeling, how it is ok to have a wide range of feelings, and we show by example how being honest and talking through our experiences is a positive strategy.

**Consistency and consistent use of scripts.**

* By consistency we mean creating a culture and environment where children know that whichever adult they are talking to the same expectations for behaviour are present and the way their behaviour is managed is the same.
* We achieve consistency by ensuring all staff regularly discuss our approach and are trained in Team Teach.
* Staff may have reminders of this policy through email, briefings or staff meetings.
* New staff are given this policy as part of their induction and this policy is reviewed by staff and governors annually.
* We know that by having some agreed scripts that are positively phrased and used by all staff across school, children are more likely to feel secure that the expectations for their behaviour are the same.

**Routines, repetition and structure with established clear and agreed boundaries/expectations**

* Having clear, predictable routines that all children are aware of will create a sense of feeling safe and prepared.
* We use visual timetables for whole classes to share what the day is going to include.
* Changes to a typical routine will be explained clearly to children. Social stories, communication with parents/carers, clear explanations, and now and next boards may be used with children.
* In order to help children to feel safe, their educational environment needs to be high in both nurture and structure.

**Transitions are seen as important and managed carefully for all children**

* A nurturing approach encourages us to think about transitions in the widest context. Following holiday periods, between school years, moving from class to class and even small transitions between activities in a classroom and from the playground to the classroom are all examples of transitions for young people.
* When a young person has experienced adversity, changes (even between task and space) can trigger feelings of threat and hypervigilance.
* We are mindful that changes in routine can be difficult for children and need to be carefully managed with preparation and support

**Comfort, forgiveness and restorative processes.**

* If children feel safe, happy and respected they are more likely to display social behaviours. They don’t always get this right and it is vital that when they do get it wrong they are given a fresh start. Every day is a new day. Adults need to forgive and model this forgiveness.
* During difficult and dangerous behaviours, they need to encounter adults who are calm and consistent who respond in a predictable, consistent, empathetic way.
* Children need to learn to forgive themselves and others and we are role models for this. When a child is displaying difficult or dangerous behaviours we remember this means they are ultimately not feeling safe or happy. We need to work out what the trigger is for this behaviour and try to de-escalate. Staff are expected to use Team Teach tools to identify triggers and plan differentiation measures to reduce the likelihood of escalation.
* A child who has spent time in ‘crisis’ may need time to calm down before any educational consequence or conversation takes place, this may be the following day
* Change of face, where one adult replaces another as the person leading de-escalation or distracting a child to de-escalate behaviours are two strategies used at Bredbury St Mark’s.

Emotional intelligence

* The term Emotional Intelligence refers to a person’s overall ability to manage their emotions. It’s the ultimate goal we want for our children. It is something we can grow for our children but we are mindful that children will have different starting points and challenges.

Emotional vocabulary

* We prioritise the teaching of emotional language so children can describe their own feelings and can understand the feelings of others.

Emotional literacy

* If a child cannot communicate how they are feeling and what their needs are, they are unlikely to reach their full potential. We work towards children having the ability to read or recognise their own emotions and feelings and to read or recognise the emotions and feelings of others. The aim is for all children to understand and predict the impact of these feelings on actions and behaviours.

Emotional regulation

* With the teaching of emotional vocabulary and emotional literacy, children will develop the ability to predict how they will feel as a result of experiences in the future and plan to protect themselves from either the antisocial experience or to manage the resulting antisocial feelings. In time, children will develop the ability to predict how they will feel as a result of experiences in the future and plan to ensure a social experience or to create the desired social feelings.

Preventing Escalation

To prevent escalation an adult must show consistent, calm behaviour while using the following strategies:

Limited choice:

* ***[Name of child]…put the pencil in the pot or on the table***
* ***[Name of child]…sit on the chair or on the floor***
* ***[Name of child]…work at that table or that table***

*Disempowering the behaviour:*

* ***You can listen from there***
* ***Come and find me when you come back***
* ***Come back into the room when you are ready***

The de-escalation script

* ***[Name of child]… I can see you might be / are feeling annoyed/angry/upset.***
* ***I am here to help.***
* ***You talk, I will listen.***
* ***Come with me and …***

Emotional Recovery:

* ***Different children need varying lengths of “cool down” times***
* ***Cool down can be offered in a variety of locations within the school and will be personalised depending on need***

**Supporting All Learners**

If a child is displaying a difficult behaviour, e.g. Behaviour which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: ‘Leo continually shouting out is difficult within a group teaching activity.’ In this situation, any of these strategies can be used:

* Ask them if they are ok. If they are not, then you can find out what is wrong (if they are able to tell you) and deal with the problem.
* Reminder – this is a quiet and clear redirecting the child to the agreed boundaries then leave take up time. **Options are:**

**I need to talk to you about our respectful rule**

**You know the routine for…**

**You could make this right by…**

**Let’s focus on what is going to happen next…**

* Quick scripts are used by staff to ensure that they can deal with difficult situations **calmly and consistently** without showing emotion. A 30 second script may start with:

**I noticed you are…**

**It was the rule about being kind that you didn’t follow when talking while I was…**

**Do you remember last week when you did such a great job at….**

**Thank you for listening.**

These are used to bring children back on task as quickly as possible.

* 2 minute intervention - Asking a child to ‘step out’ (not leave the class) and decide how to start the conversation which is all about getting back to learning. This is **supportive.**

**“I was wondering if you were ok’**

**‘I noticed you were struggling to ……’**

**‘Safe is one of our rules, so you need to….”**

**‘What do you need right now to help you with your learning?’**

**‘How can I help now?’**

Restoration

We understand that each child will need time to reflect, repair, restore. It is important that after an incident there is time to Listen, Link and Learn. As soon as possible after an incident, if all parties are emotionally ready, it is essential to talk with a child to safe guard their emotional wellbeing and help them reflect and progress. The purpose of listen, link and learn is to re-visit the experience by re-telling and exploring the story with a changed set of feelings. During the incident, the child’s behaviour may be influenced by anger, frustration, disappointment etc.

These questions can be used to guide the discussion.

* What happened?
* How were you thinking / feeling and how did it make others think and feel?
* Who has been affected and how?
* What can we do to put things right? These then need to be done.
* What have we learnt and how can we respond differently next time

Planning and Early Intervention

We use a range of tools at Bredbury St Mark’s to support children regularly displaying anti-social behaviours. These can be used as soon as there is a concern to guide next steps.

* Iceberg model- this analysis helps to consider what un-met need might be driving the behaviour.
* SENCO to observe and support to allow professional discussion to offer support and early intervention.
* Team Meetings between all the adults involved with the child to ensure a planned and consistent approach to support.
* ELSA support provided by the pastoral lead.
* Pastoral drop ins to support staff to ensure they remain calm and regulated themselves.
* Leaders provide time in meetings to support staff and the SENCO offers regular solution meetings.

**Unsocial Behaviour**

Unsocial behaviour is when a child is not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others. Not doing as instructed, but not to the detriment of others.

Examples:

* Leaving their desk without permission
* Leaving the carpet during input/story without permission
* Refusing to complete the work set
* Refusing to get changed for PE
* Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc.)
* Rocking on their chair
* Calling out/talking to a friend
* Not listening to instructions
* Playing/fiddling with equipment

Staff should strive to interpret unsocial behaviour as a communication of negative feelings and so should provide differentiation or support.

Possible strategies that could be used:

* Differentiated learning space/work station
* Fiddle toy
* Wobble cushion
* Whiteboard to write
* Timers
* Task planner
* Learning broken down
* Scaffolds
* Additional resources
* Individualised timetable
* Now and next board
* Limited choice
* Brain breaks
* Positive experience
* Class job
* Task differentiation
* Adult support/Peer support
* Learning intervention
* Small group/paired learning

**Antisocial behaviour**

Antisocial behaviour is behaviour that causes harm to an individual, a group, to the community or to the

environment. Behaviour that is likely to cause injury, harassment, alarm or distress. Behaviour that violates the rights of another person.

It is important not to group unsocial behaviour with antisocial behaviour. The child who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are antisocial. It is important that our response to unsocial behaviour does not drive the behaviour to become antisocial.

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| **Antisocial Behaviours** | **Dangerous Antisocial Behaviours** |
| Aggressive shouting/calling out disruptively | Leaving the school building |
| Continued interruptions | Leaving the premises |
| Swearing | Spitting (directly at another) |
| Answering back, mimicking | Scratching |
| Name calling | Pinching |
| Lying | Hair pulling |
| Refusal to carry out an adult’s request | Hitting |
| Distracting and/or disrupting others’ learning | Kicking |
| by shouting, banging, making noises | Fighting |
| Throwing small equipment | Biting |
| Leaving the classroom without permission | Punching |
| Damage to property/pushing over furniture | Throwing furniture |
| Stealing | Physical or verbal bullying |

These behaviours will be a sign of a child needing support and a child may be in a heightened, anxious state – possibly due to factors outside of school – please be aware and empathetic of this and that their behaviour is communicating a need.

**Consequences – if possible must be carried out by the adult who was working with the child at the time.**

If a child is not managing to display social behaviours, we need to teach the behaviour we want to see.

It could be a ‘**quick catch up’**

It could be **listen, link and learn**

It could be a **natural consequence** (clearing up a mess, mending something)

You may need to **teach something, practise something**,

Consequences can be educational and protective. We use the word **obviously** to work out the consequence for a child e.g. a child has seriously disrupted the learning in class then the protective consequence is **obviously** the child needs to have time away from the class to reflect on the harm the child is having on all the children, themselves and the teacher in the class. If a child has hurt another child in the playground, then **obviously** the child needs a protective consequence of time away from the playground with an educational consequence about the impact of their actions that can happen to a child if they are hurt.

# Responding to our children’s challenging behaviours with empathy and guidance instead of threats and punishment enables them to grow into adults rooted in love and compassion instead of fear and anger. Imagine what a beautiful world it would be if everyone was treated kindly when they struggled. Let’s start with our children and change the world, one little heart at a time.’ L.R Knost

**Examples of protective and educational consequences**

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| **Antisocial Behaviours** | **Educational Consequence/Protective Consequence** |
| Aggressive shouting/calling out disruptively  Continued interruptions | Social story  Comic strip conversation  Conversation and exploration  Rehearsing and practising  Differentiated learning space |
| Swearing  Answering back, mimicking | Conversation and exploration  Comic strip conversation  Additional strategies provided  Change of environment |
| Name calling | Conversation and exploration  Comic strip conversations  Teaching about empathy  Apology / repair |
| Refusal to carry out an adult’s request  Distracting and/or disrupting others’ learning by shouting, banging, making noises  Throwing small equipment | Conversation and explorations  Comic strip conversation  Additional strategies provided  School rules project – what is kindness and respect  Change of environment |
| Damage to property/pushing over furniture | Assist in repairs  Potential payment for damage/replacement |
| Stealing | Research the real world implications |
| Physical or verbal bullying  Physical aggression | Impact to those effected through a comic strip conversation  Restorative conversations – reflect, repair, restore  Possible limit to outside space  Escorted in social situations/breaktimes  Restricted off-site activities  Differentiated teaching space |

**Unforeseeable behaviour**

A child working outside our behaviour policy

If a pupil’s behaviour continues to be difficult or dangerous, they are not learning from consequences and they are not following our school rules then there is a further need for a consistent response as the child is not managing to work within our behaviour policy and needs their own agreed plan.

The tools in Appendix 1 will guide towards the completion of a My Plan.

All staff need to take responsibility for knowing the plan and the scripts which need to be used consistently across the school.

External advice and support may also be accessed e.g. educational psychologist, Stockport Inclusion team and CDAT.

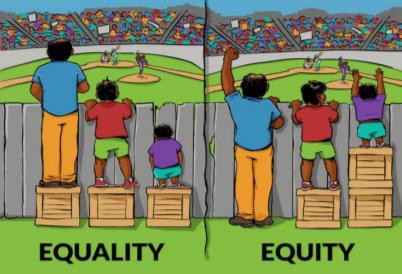
Different strategies may be used at Bredbury St Mark’s to support children:

* **Children leave their class for a short time**

At Bredbury St Mark’s, if a child is in crisis we will be supporting that child to manage and recover. If the child is in class and unable to come out there may be occasions when the class may be taken somewhere else to learn for a short time while the child is supported to recover and move from the situation.

* **Children are given a positive experience**

We are clear that some children come to our school needing extra help with reading, writing and maths. We also know that some children who come to school need extra support to learn the right way to behave. At any point a child may have a negative experience in their lives which affects their behaviour e.g. a bereavement. At Bredbury St Mark’s, children will get the support they need to help them. We understand that negative experiences can lead to negative feelings which can lead to negative behaviour. When a child needs a positive and motivating experience we will make it part of their day or week, which leads to positive feelings which lead to positive behaviour which means a change in behaviour. This can be mistakenly seen as a ‘reward.’ It is not, it is part of the process that is needed for a child to behave more positively and begin to develop internal discipline.



* **Equality is treating everybody the same.**

Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

* **Equity is giving everyone what they need to achieve success.**

At Bredbury St Mark’s, we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning to achieve their full potential.

At any point a child may have a negative experience in their lives which affects their behaviour. **All staff at Bredbury St Mark’s will be ready to support each child and implement the approach described in this policy.**

* **Review Meetings**

If a My Plan is in place, there will be regular review meetings with parents to highlight the success of the plan and make any necessary changes for further success. These reviews will continue until the child has had enough success to manage without a plan in place. A review meeting can also be used for a child without a plan to focus on the positives and work on the areas needed. These are led by the SENCO or a member of the senior leadership team. If further steps need to be taken, due to a lack of progress being seen from a plan, then these can follow:

* **A Pastoral Support Plan**

The pastoral support plan (PSP) is in place for children at risk of exclusion. This will be closely monitored over a set period. Further intervention will be in place which could include a reduced timetable. A significant change needs to be seen in a child’s behaviour to avoid exclusion.

* **A Safety and Support Plan**

A ‘Safety and Support Plan’ may be required when an incident of sexual harassment or sexual violence has occurred. This is to identify risks for the victim, perpetrator and other children and so that all staff are aware of their duty of care to the children. Typically, these plans will include specific forms of intervention to maintain a pupil’s own safety and that of others.

**Stockport Care and Control Guidance (updated March 2023)**

It is acknowledged that teams of staff in schools deal on a day to day basis with children who may exhibit behaviours that challenge. This document seeks to assist staff members in maintaining an environment that is conducive to meeting pupils’ needs.

The right of every person to be protected from harm is recognised and for that reason, this document seeks to ensure that any use of RPI (Restrictive Physical Intervention) is necessary, proportionate, reasonable and in the best interests of the pupil.

**Communicating and Recording in School**

We record incidents using an online tool called CPOMS. Any physical incident, verbal aggression, racial discrimination, bullying, homophobic, gender discrimination, sexual violence/harassment is recorded on CPOMS with a clear consequence for the behaviour. All persistent unsocial and antisocial behaviour is also recorded.

The write up of incidents will include the trigger, what the primary behaviour was and how it was supported, the secondary behaviour and how it was supported. The consequence will then be recorded.

CPOMs are checked daily by the Headteacher, Assistant Heads and Pastoral Lead.

**Communicating with Parents and Carers**

We work closely with parents to enable them to engage with school to support their child, as we know that successful joint working between the home and school leads to much better outcomes for our children. Through protective and educational consequences, we aim to teach children to manage their own feelings and learn from their mistakes. It is our aim that they will develop strategies to enable them to self-regulate. Parents will be informed of concerns early on by the class teacher and incidents of unsocial or antisocial behaviours will be communicated to parents. We ask families to openly communicate behaviours or events from home so that we can offer support to their child in the most informed and effective way.

When progress is limited, we ensure parents continue to be informed and included through review meetings, led by the SENCO or another member of the senior leadership team, to monitor and track progress. These are an opportunity to share positives about a child, areas that need improvement and strategies in place to support. This may be just a meeting to track progress or include a risk reduction management plan or pastoral support plan. We expect parents to attend these. We also have a school family worker who works with families to support them in a range of ways. We support parents to engage with the school family worker if offered as this can have a positive impact.

We encourage all our parent/carers to work alongside the Stockport Inclusion team.

**Exclusion**

If a child continually and seriously violates the rules resulting in dangerous behaviour, showing no signs of change and all supportive measures have been tried without success, the head teacher can use a period of internal exclusion where a child or children may not go back to class for a fixed period of time. Instead they carry out their educational consequences and learning activities away from their classroom with a familiar adult. In extreme situations, the head teacher may decide that fixed term or permanent exclusion is appropriate. Please refer to the CDAT policy on Exclusion for further information.

Reintegration meeting

Following any incident that leads to some form of exclusion, a reintegration meeting will be held to provide an opportunity for reparation and rebuilding of trust and relationships. Every reintegration meeting should involve a restorative and reparative approach in order to help both the victim(s) and perpetrator(s) involved move forward positively.

Children in care/children who have experienced adverse childhood experiences

For these children exclusion is always experienced as something negative, and can be a painful reminder of their earlier life experiences. Exclusion does not just place a boundary around certain behaviours to signal that they are not acceptable. It is ultimately perceived/experienced by the individual as punishment for their behaviour.

We will make every effort to avoid excluding these children in recognition of the increased risk this poses in terms of them quickly disengaging from the school, due to their early experience of broken attachments and loss. With children in care, we will discuss the rationale for exclusion with the assigned Education Adviser from the Virtual School. If there is no option other than exclusion, then we will make every attempt to reduce the number of days of the exclusion.

Learners with Special Educational Needs

We have high expectations of all learners to follow the school rules. However, this will be more difficult for some learners at certain times. Learners with an identified SEN/D particularly under the category of SEMH, may have personalised support and intervention set out in their My Plans. The needs of children are met through reasonable adjustments.

Sexual violence / harassment, discrimination, racial abuse, bullying

In the event of an incident which involves sexual violence or sexual harassment, discrimination, racial or gender abuse or bullying we will follow our policy to apply the right consequence for this serious behaviour. Please see the Anti- bullying policy for more details.

**Review**

The LGB will review this policy every year. However it may be reviewed earlier if new government regulations are introduced, or if the LGB receives recommendations on how the policy might be improved.