



Ysgol Gynradd Maesglas

‘Empowering Young Minds for Tomorrow’

Greenmeadow Primary School

Title	Relationship Policy
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Relationship Policy

Empowering Young Minds for Tomorrow

Purpose:

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship focused approach to behaviour management. This will allow the pupils at Greenmeadow Primary School to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

Greenmeadow Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our policy echoes our core values, consistent, calm adult behaviour underpins this.

In order to produce this policy we employed the expertise of Paul Dix, author of 'When the Adults Change, Everything Changes' with his expertise and training we have created an ethos and policy that is a good mix of common sense solutions, realistic goals and an environment where individuals can earn respect through kindness, challenge and consistency.

Aims are to:

- Provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- Foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- Provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- Give staff the tools to enable them to support and equip pupils with strategies to manage their behaviour and build positive relationships with others.
- Create a culture of exceptionally good behaviour for lifelong learning.
- Ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- Refuse to give pupils attention and importance for poor conduct.
- Help pupils take control over their behaviour and be responsible for the consequences of it.
- Ensure that excellent behaviour is a minimum expectation for all.

Expectations of Adults:

All staff must:

- Take time to welcome all pupils at the start of the day.
- Be at the door of their teaching rooms at the beginning and end of each lesson.
- Never walk past or ignore pupils who are failing to meet expectations.
- Always redirect pupils by referring to 'Ready, Respectful and Safe.'

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school.
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls, positive notes home and stickers.
- Ensure staff training needs are identified and targeted.
- Use behaviour logs to target and assess interventions.
- Support teachers in managing pupils with more complex or challenging behaviours.
- Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.

Parents / Carers will:

- Encourage independence and self-discipline.
- Show an interest in all that their child does in school.
- Foster good relationships with the school and support the school in the implementation of this policy.
- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.

Pupils will be:

- Ready • Respectful • Safe

Ready:

- Arrive at school on time, every day.
- Get to lessons on time.
- Wear our uniform with pride and have the right clothes for PE and playing outdoors.
- Make sure we have the right equipment for all lessons.
- Take part fully in lessons and show resilience.

Respectful:

- Always listen when an adult is talking.
- Be polite and show good manners to everyone.
- Respect differences and know we are all equal.
- Look after our equipment and share it.
- Look after our environment and never drop litter.
- Queue sensibly in the dining area and always tidy up.

Safe:

- Follow instructions – first time, every time.
- Stand up or report bullying of any kind.
- Walk sensibly around our school.
- Know who to go to for help and support.
- Stay safe online and outside school.

Supporting behaviour at lunchtimes:

As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. To foster good relationships, midday supervisors will consistently 'catch children being good'

Members of staff who manage behaviour well:

- Deliberately and persistently catch pupils doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all pupils.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by pupils.
- Demonstrate unconditional care and compassion.

Pupils want teachers to:

- Give them a 'fresh start' every lesson.
- Help them learn and feel confident.
- Be just and fair.
- Have a sense of humour.

Positive Strategies:

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make all pupils feel valued members of our learning community and motivated to always try their best.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'

Hot Chocolate Fridays

Children consistently going 'over and above' will be invited to have hot chocolate with the Headteacher on some Friday afternoons. There may be some weeks that no child in the class is chosen- it needs to be sincere high-level recognition to ensure it is not devalued.

A Positive Note Home/ message from Headteacher

The Positive Note is also a high-level recognition for consistently going over and above. It can be given to any child by any adult in the school, staff members or visitors. There is no set amount each week- again it must be sincere to keep its value.

'The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.' Paul Dix

Recognition

Recognition can be used to encourage social or learning behaviours. For example, 'One voice', 'Kind words' or 'Over and above' may be the class target. Each class will use pupil voice to celebrate recognition and set up a system in the class to identify and work toward a target to achieve recognition

'This is not intended to shower praise on the individual, it is a collaborative strategy - we are one team focused on one learning behaviour and moving in one direction.'

Paul Dix

There is no material prize for class completion. Each class chooses a celebration when the target is achieved, e.g. special celebration dance or song.

Phone calls home

Members of staff will phone parents to share their child's success.

Achievement Awards

Children with an achievement outside of school can share it at the weekly assembly.

Behaviour for Learning

Our school rules: 'Ready, Respectful, Safe'

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our policy sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magicdust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a shortcut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

The school has 3 simple rules '**Ready, Respectful, Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke relationship plan which may include rewards to reinforce positive behaviour or if needed an IDP (Individual Development Plan)

Policy Blueprint & Classroom Plan

Blueprint (See Appendix 1)

This is a concise A4 document which teachers will refer to for a consistent approach to our Relationship Policy to ensure behaviour and expectations are clear and consistent.

Classroom Plan (See Appendix 2)

The Classroom Plan is a sequence of steps which are focused on small but certain consequences and a restorative, not punitive, ending. The plan will be used by every teacher to ensure consistent language and steps are being used throughout the school, expectations and consequences for the children are clear.

Reset

Reset is where a pupil is sent to a trusted adult in another class, a quiet area in their own class, or to a member of the senior management team, to regulate and reset before any discussions about consequences (if needed) can happen. After reset, restorative practice will be used to repair any broken relationships. Reset is not a consequence but a reset until the child is ready to process any discussion around consequences and repair.

Personalised Relationship Plans

These plans are in place for children who need intervention with building relationships. Relevant teachers will create these personalised plans for all adults working with the child to follow. They will be created with input from the child and shared with parents.

Restorative Approach

'Punishment doesn't teach better behaviour, restorative conversations do'
Paul Dix

Every adult in our school is important and has the ability to deal with behavioural incidents. Anybody in our school at any time should deal with any issues as they arise. An intervention needs to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the management team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child.

Restorative Meetings/Conversations

'The positive relationships you form with pupils depend on a restorative approach being your default mode.'

Paul Dix

At Greenmeadow Primary, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Restorative Questions {See Appendix 3}

These restorative questions will be used to support restorative meetings and/or conversations. For junior pupils, up to 5 questions will be used. For infants, the teacher may decide it would be more appropriate to start with two and build on these as the child develops in maturity. For some pupils they will not be developmentally ready to answer the five questions, so will therefore need adult support using the WIN (Trauma Informed Schools) approach.

Consequences

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.'

Paul Dix

At Greenmeadow, we encourage positive behaviour which reflects our Mission Statement. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed on their IDP.

Consequences have been discussed by all staff and a table of agreed consequences with corresponding unwanted behaviors are detailed in appendix 4.

2 minutes owed

A reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. The 2 minutes is an opportunity to break the cycle, to turn things around. The purpose of this is to enable the adult to remind the child of our school values, to encourage positive behaviour in future and about how to return to learning.

Partner Class

This is a consequence where a child would need to go to another class, away from their peers to complete work set by the teacher and complete a reflection sheet to support a debrief of the incident. This will be for up to one lesson.

Parental involvement

We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting.

Internal Exclusion

An internal exclusion is a serious consequence where parents/carers will be informed. This is where a pupil would need to go to a member of senior management or a member of staff available to complete work away from their peers. They would not be able to participate in school activities/trips/rewards if on an internal exclusion. They will take their breaks separate from their peers.

Fixed Term Exclusions

For very serious offences, A fixed-term exclusion may deem necessary. This is a temporary removal of a pupil from school for a specified number of days for disciplinary reasons. The headteacher will consider exclusion in line with statutory guidance. Parents/Carers will always be informed at the earliest opportunity and a return to school meeting will be arranged to discuss the positive steps forward before the pupil returns to school. Exclusion is always a very last resort.

Permanent Exclusion

A permanent exclusion is when a school permanently removes a pupil from its roll, meaning they can no longer attend that school. It is considered a last resort for severe or persistent misbehavior and requires a formal review process by the school's governing body.

Managing Behaviour Engagement with learning is always our primary aim at Greenmeadow. For the vast majority of our pupils a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a period of time. However, the steps should always be followed with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All pupils must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

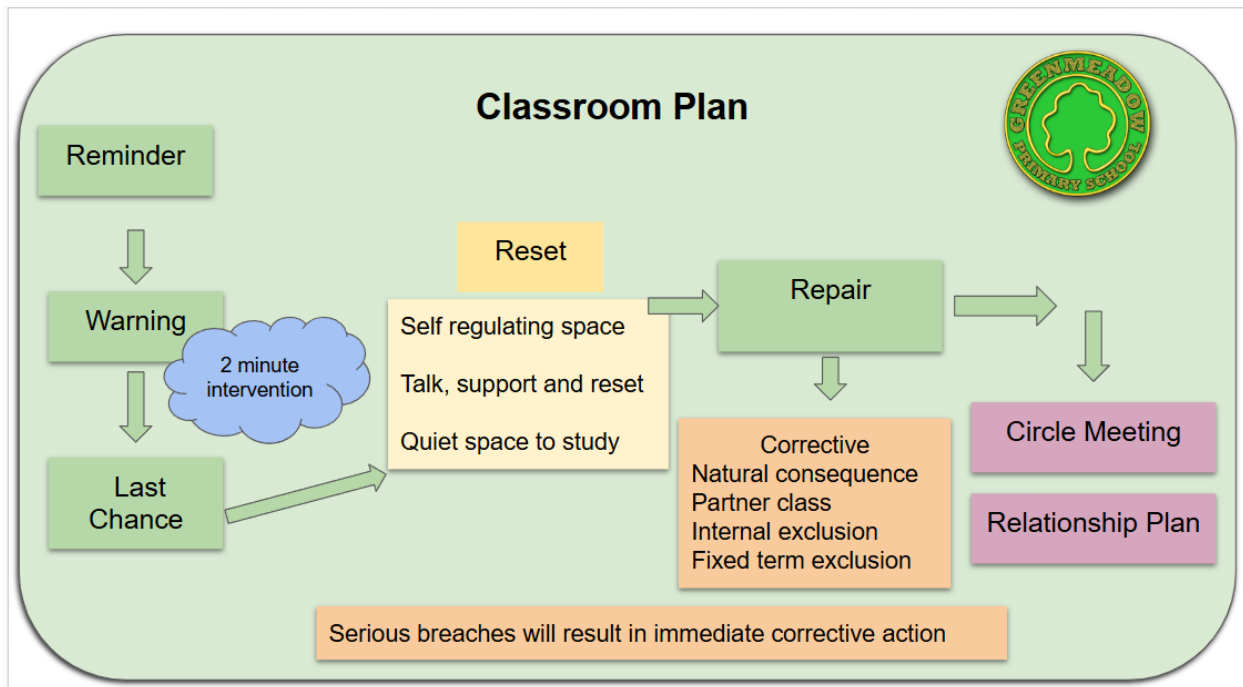
Unacceptable Behaviour:

Under no circumstances will illegal or inappropriate items be brought into school, and all children will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in serious action and could lead to an exclusion, depending on the circumstances:

- Verbal abuse to staff and others.
- Verbal abuse to children.
- Physical abuse to/attack on staff.
- Physical abuse to/attack on children.
- Bullying (including cyberbullying in any form which takes place both in and out of school).
- Damage to property with intent.
- Misuse of illegal or legal drugs.
- Theft.
- Serious actual or threatened violence against another child or a member of staff
- Sexual abuse or assault.
- Supplying an illegal or legal drug.
- Carrying an offensive weapon.
- Arson.
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the child's behaviour.

Appendix 1 – Behaviour Policy Blueprint

Appendix 2- Classroom Plan



***Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.**

Appendix 3- Restorative Questions 'Restorative Questions

1. What happened?
2. What were you feeling/thinking at the time?
3. How did this make other people feel?
4. Who has been affected and how?
5. What should we do to put things right?
6. If this happened again, how could you do things differently?

Appendix 4. - Agreed Consequences

Partner Class	Internal Exclusion	Fixed Term Exclusion
<ul style="list-style-type: none"> • Lower level incident <p>Attitude towards staff and peers (being rude).</p> <p>Throwing something in the classroom.</p> <p>Continuous distracted learning.</p> <p>Continuously provoking another child.</p> <p>Partner class 3 times for the same behaviour becomes an internal on the 4th.</p> <p>Provoking other children.</p>	<ul style="list-style-type: none"> • Medium/ higher level incident <p>Swearing/verbal assault directed at an adult/child.</p> <p>Fighting including hitting, punching, kicking (no matter who started it).</p> <p>Hitting another pupil / staff member.</p> <p>Threatening behaviour towards adult/child.</p> <p>2 internal for the same behaviour becomes a fixed on the 3rd behaviour with a time frame</p>	<ul style="list-style-type: none"> • Escalation and repetition of incidents • One off incident <p>Physically/verbally attack a member of staff.</p> <p>Continuous fighting (after parent involvement etc).</p> <p>Hate crime/discrimination towards adults/child.</p>