

A nurturing inclusive learning community that enables everyone to be their best



CALTON
PRIMARY SCHOOL



CALTON
PLAYGROUP

CALTON PRIMARY SCHOOL AND PLAYGROUP **RELATIONAL POLICY**

**Approved by Behaviour, Safety and Welfare
(BSW) Committee on 11/10/2021**

Next renewal date: (BSW) Term 1 22/23

This policy links to:
Child Protection and Safeguarding Policy
Equality Policy
Anti-bullying and Hate Policy
SEND Policy

Introduction

At Calton Primary and Calton Playgroup we believe that learning happens best when there are good relationships; between staff, between children, with parents and carers, and with the wider community. We expect all staff to establish a calm and supportive environment where children feel safe, valued and listened to. We feel that when everyone feels safe and secure, being treated with respect and treating others with respect they will be in the right frame of mind to learn effectively.

We approach behaviour in a positive manner establishing mutual respect and placing emphasis on everyone taking responsibility for their behaviour and working restoratively to put things right when they have gone wrong.

Staff work hard to support the building, maintaining and repairing of relationships so that everyone achieves the best possible outcomes. Through this process everyone will be supported to develop a resilient approach and to develop their responsibility and self-respect.

Implementation

The implementation of this policy will support everyone to understand that their behaviour has an impact on others and they will be supported to develop the skills and knowledge of how to restore the situation and to work towards a better outcome for all.

Positive behaviour will be recognised and praised and encouraged to support the development of all.

The Restorative Practice and Restorative Approaches are at the heart of what we do – we believe the school can only be successful when it is a true community. This can only be achieved by building strong relationships, displaying good behaviour and respect for all and accepting responsibility and an understanding of others, when resolving conflict.

What is important in establishing this learning environment are our five fundamental values, which are supported by our individual responsibilities and actions to safeguard these rights. Everyone within the community has a responsibility to safeguard these rights and to seek through their actions to ensure they are understood and embraced by all. This responsibility applies to all of us within the community at all times.

Our Values (STARS):

Skills – Learn, Practice, Do

Togetherness - Friendship, Relationships, Community

Aspiration – Ambition, Dreams, Goals

Resilience – Try, Bounce Back, Overcome

Success - Progress, Pride, Celebration

These values also apply to staff and we should not suffer in silence if we feel these are not met. To look after each other we must support each other.

The Relational Approach to Behaviour Management

1. All staff should take time to recognise positive behaviours and reward success through making pro-active use of the schools 'Dojo' award system, directly linked to the space teams and the schools STARS vision.
2. In conversation with children, focus on our STARS by reminding children that their actions impact on others and they have a responsibility to safeguard others rights.
3. When a behavioural incident occurs what we are seeking as a member of staff is compliance and resolution; consider how our actions and words facilitate this and seek it appropriately, giving children time and space to resolve the situation. Remember at all times that we are the adults and the children are still growing, learning and developing. Treat every situation as an opportunity to develop their learning and understanding further.
4. As a school we seek to educate children and develop their personal skills so they accept accountability for their actions and can construct their own solutions. Our approach is one which seeks to restore relationships and change behaviours rather than punish the actions. This does not exclude the use of sanctions, but staff should seek the most appropriate way of educating our children and developing their skills of self-control, empathy and emotional management so that they have an alternative framework by which to behave if a similar situation arises again. We acknowledge that this approach can be more time consuming and require a greater emotional involvement of staff.
5. All staff will help children find their own solutions to problems they face: learning, emotional or behavioural, rather than identify the details of a problem and resolve it for them.
6. All staff will work as a team to support the children as they grow and develop, in partnership with parents and where appropriate other agencies.

In order to achieve this, the staff will

- Use principles of Restorative Practice and Restorative Approaches
- Meet and greet/frequent check-ins to build relationships and connections
- Provide regular circle time and check ins/outs to support emotional intelligence for pupils
- Use the zones of regulation frequently throughout the day, noticing and identifying with children when behaviours are not what they should be. E.G. I notice that you are in the 'red zone because..... I wonder whether you might need some time out'
- Model positive behaviours and support the building of positive relationships
- Plan lessons to engage, challenge and meet the needs of all pupils
- Provide clear and supportive boundaries for pupils
- Maintain a safe and calm learning environment
- Use visible recognition mechanisms – Dojo system
- Praise the behaviour we want to see and use positive language
- Reward where appropriate: RIP & PIP (Restore/Reprimand In Private and Praise In Public)

- Be calm and supportive in reflective dialogue with children to ensure everyone is socially engaged and not socially defensive
- Take the time to go through the Restorative Principles and enquiry to resolve conflict and negative behaviour
- Be consistent in their approaches in line with Calton Primary's STARS
- Be an Emotionally Available Adult (EAA) for the children when needed
- Use de-escalating techniques to support a change in behaviour, following Team Teach and Restorative Principles and Restorative Approaches
- Communicate regularly with parents / carers to ensure relationships are built and maintained effectively

Approaches to our values

In our classrooms

- Children will choose an adult that they feel they can relate to in the time of need or crisis
- Children will be given the opportunity to 'check in' to discuss their current emotional state using the zones of regulation, emotion cards and circle times.
- Display the zones of regulation
- Children will be encouraged to make positive choices and be rewarded accordingly using the school reward system
- Children will have a clear understanding of the expectations of the school community

Behaviour interventions:

The best form of behaviour intervention acknowledges and enhances the positive. We will use the school Dojo system effectively to recognise pupil achievements and developments as well as catching children doing the right thing and enhance these behaviours.

All behaviours which do not allow others their rights should be challenged using the school expectations (STARS). Actions taken should seek to both encourage children to become accountable for their actions and the impact they may have on themselves and others (Restorative Principles) and encourage them to change future behaviours.

However if behaviours do continue the following process will be used

Step 1:

- Pupils will be given verbal or visual reminders of the expectations of the school (STARS) as well as using the 'WINE' acronym to help them to make the right choices linking to the zones of regulation e.g. *in.....'*

Step 2:

- Pupils may choose to take themselves to a different zone/need to be advised to go to a safe space to calm down and restore control of their behaviour and emotions. ***E.G. I notice that you are in the 'red zone' because you are showing signs of anger by clenching fist, putting head on the table, I wonder whether you might need some time out. Remember that the action needs to link with the emotion for children to be able to identify feelings.***

Step 3:

- Pupils may be taken out of the current environment to have a discussion about their behaviour and the impact on others. They will then be encouraged to return to the learning environment if safe to do so (this may warrant a yellow card)

Step 4:

- If the behaviour continues pupils may need to spend a longer length of time out of the environment to restore control of their behaviour or to begin restorative conversations (this may warrant a yellow card)

Step 5:

- If their behaviour has had an impact on others a restorative meeting will be set up in which all facts can be discussed and how the situation or relationship can be restored. This may not occur on the same day but will occur when all parties are emotionally ready

Parents/ carers will be informed of behaviour and strategies that have been used through the stages.

If the child or anyone else in the situation is unsafe the EAA, with support of other trained staff, reserve the right to remove the child from the situation promptly and take them to a safe space to restore calm and safety for all. This will be done through Team Teach approaches. (See Positive Handling Policy - PHP).

If behaviour continues and any member of the community remains at risk the Headteacher reserves the right to remove or exclude the pupil from a lesson, an activity, break/lunch or from school, until calm and order is restored. At times, a more suitable alternate provision may be sought out for the pupil to better suit their needs.

Sanctions

The purpose of sanctions is to bring about a change in behaviour by:

- helping children to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping children (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
- helping children to learn to take responsibility for their behaviour

A sanction should

- defuse and not escalate a situation
- preserve the dignity of all the parties
- be applied in a fair and consistent way
- be timely
- be used consistently
- be proportionate to the nature and seriousness of the behaviour
- take account of the cultural background of the child

- be sensitive to the particular circumstances of vulnerable individuals or groups of children (for example, a child in care or a child with special educational needs)
- be recorded in the appropriate manner (CPOMs)

Preferred approaches to using sanctions

- Planned approach before there are any incidents
- A sanction in itself will not change behaviour. Fear of sanctions is a very poor motivator
- After the sanction, ensure you reset the relationship, you are the adult e.g. 'David, you have missed your break. That incident is now finished with. Let's get on with today's lesson'
- A system of warnings and consequences, (ensure children are given opportunities to de-escalate) is helpful, we will avoid 'public displays of sanctions'
- Giving clear expectations about what behaviour is unacceptable, with clear unambiguous instructions and the consequences for that behaviour using WINE (Wonder, Imagine, Notice = Empathy). For example: 'David, I **N**otice that you are constantly shouting out, and I can **I**magine that the other children in the class are getting annoyed, I **W**onder whether you could let other children have a say please.
- Avoid arguments and negotiations once a sanction is imposed, but give clear choices about further conduct. 'David, the missing of break is set. I would now like you to complete the next task'
- Give clear statements about choices and consequences. For example: 'David, if you chose to shout out again, I will give you a verbal warning.'

1st response at Calton Primary School

The red triangle will be sent to the most senior leader within the phase e.g. Assistant Head, Phase Leader. All red triangle incidents will be recorded by the staff members involved.

This should be used in emergency situations for the following:

- Damage to property
- Dangerous behaviour
- Exiting from class without permission and wandering the school site, refusing to go to designated safe space to calm
- Physical Assault
- Refusal to follow instructions leading to unsafe environment

Restorative Approaches

Restorative Approaches resolve conflict between individuals; rebuild and repair any harm that may have occurred.

Everyone is encouraged to acknowledge the harm that has been caused, the impact of the harm and to have the opportunity to repair the relationship. These conversations occur when everyone is ready to take part using non-confrontational

language. It is essential that all parties have a voice and are heard so that all the facts can be determined.

Restorative Approaches encourage us to think about how behaviour affects others. It helps us to develop respect, responsibility, truth telling and reflection. We believe that by using Restorative Practices we are giving the children the skills to independently make better and more informed choices in the future.

If a child or member of staff in our school has been affected negatively by someone else's behaviour, we will try our best to make sure they feel that it has been put right for them and it will not happen again. If a child has done something wrong they will be offered opportunities to put things right and change their behaviour so it does not happen again. **Everyone needs to understand that there are consequences for their behaviour.**

By using Restorative Approaches everyone is able to have their say and listen to the voice of others. The following questions are asked to establish the facts and a way forward:

- **What happened? (Truth telling)**
- **What were you thinking/feeling? (Impact)**
- **Who has been affected by this? (Impact)**
- **What needs to happen now (Solution Focussed, Repair & Resolution)**

Before these conversations can occur everyone needs to feel calm and safe. It may be that some pupils need to be removed from the situation or classroom and taken to a safe place for this to occur. Depending on the situation Team Teach approaches or a Positive Handling approach may be used to remove a child from a situation. As a consequence of some behaviours a child may need to have 'time out' of lessons or break or lunchtime to ensure they understand the impact of their behaviour. These times will be supported by a member of staff and will be conducted in a restorative manner. Details of the incidents will be recorded on our school system (CPOMs) and parents will be informed.

As part of the reparatory process within Restorative Approaches consequences will be put in place in accordance with the nature and severity of the incident and in a way that reflects the needs of those involved.

Zones of regulation


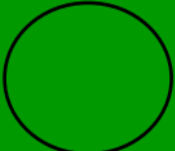

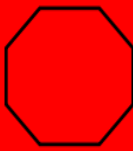
Zones of regulation are a concept to foster self-regulation and emotional control.

At Calton we allow pupils to check in regularly with how they are feeling. Encouraging them to think independently about their emotions and begin to understand why they feel this way. Children are encouraged and supported in building up a range of strategies to support them in times of emotional deregulation.

If a child chooses to be in a zone other than green someone within the classroom will check in accordingly.

Check in's happen freely during the school day with children having access to the zones in each classroom.

These zones are displayed in our classrooms

<p>Blue Zone</p> 	<p>Green Zone</p> 	<p>Yellow Zone</p> 	<p>Red Zone</p> 
When I feel...	When I feel...	When I feel...	When I feel...
<p>Sad Tired Sick Bored</p>	<p>Happy Calm Focused</p>	<p>Frustrated Worried Silly Excited</p>	<p>Mad Angry Afraid</p>

Team Teach

We pride ourselves at Calton on providing a safe learning environment for our children. Sometimes, some of our children may get anxious or agitated – we will do our best to help children to calm down using communication skills, distraction techniques and removing triggers where possible.

However, there may be times when children need more help to calm down. This can require positive handling. At Calton, we have adopted the Team Teach approach to manage challenging behaviour. A number of teaching and non-teaching staff have been trained in the use of this approach. Team Teach promotes the least intrusive positive handling strategy and offers a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal/non-verbal and/or de-escalation strategies being used and exhausted before positive handling strategies are utilised. It should be stressed that 95% of Team Teach strategies are about diversion and diffusion and only 5% resulting in physical intervention.

Following guidance and advice from DFE and The Health and Safety Executive, teachers have been made aware of three situations when the use of physical interventions may be necessary, they are:

- Where imminent injury may occur
- Where damage to property may occur
- Where a pupil is behaving in such a way that compromises good order and discipline

Team Teach is recognised as being an acceptable and authorised response to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all.

Children are informed that staff are trained in Team Teach and that it is an acceptable method of intervention that will be used at Calton Primary. Where Team teach is used, this will be recorded on the schools CPOMs system.

Bullying - please refer to Anti-bullying Policy

We take bullying seriously. If a child reports bullying it is important that they are listened to and their feelings accepted. We must not make judgements.

The preferred approaches for dealing with bullying are in line with the restorative narrative above. Our aim is to stop the bullying and not to allow it to become hidden or move to another victim. At all times in this process we must be mindful of safeguarding the individuals and not place them in a situation within which they feel uncomfortable. Blame is not a helpful term when dealing with bullying and tends to create greater friction. Instead, by highlighting the need for the bully to put right the impact of their actions and change accordingly we can often affect change. Working with parents is essential.

Inclusion – please refer to the Inclusion Policy

We are an inclusive school and as such we ensure that we meet the needs of all our children. Often relationships struggle where the activities and learning do not meet the needs of all learners. Some children have difficulties with their learning through the complexity of their needs: learning, emotional, behavioural or attendance. Through acknowledging these needs and planning for them we facilitate a better relationship.

Exclusions – Suspension or permanent.

The Headteacher retains the right to suspend or exclude pupils on disciplinary grounds. Any decision to suspend or exclude will be:

- lawful
- rational
- reasonable and fair
- proportionate

A permanent exclusion is the last resort and will be used sparingly. However, if the school permanently excludes a pupil, it will work with the parents or carers and the Local Authority to arrange a place at an alternative setting as soon as possible so as to minimise breaks in education.

However there may be exceptional circumstances where, in the Head Teacher's judgment, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence e.g.

- Serious breach or persistent breaches of the school's behavior policy; and
- Where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school

Whilst suspensions or exclusion may still be an appropriate sanction, the head teacher will take account of any contributing factors that are identified after an incident of poor behavior has occurred.

Factors to consider before making a decision to suspend or exclude

- It should not be made instantly, unless there is an immediate threat to the safety of others in school.

- An appropriate investigation should be carried out, allowing the pupil to give his or her version of events. Check whether the incident may have been provoked and if necessary, consult others.
- All the evidence is considered, taking into account the schools' Behaviour, Anti-Racist and Equal Opportunity Policies. Where witness statements are needed from pupils, permission will be sought from Parent/Carers.
- If satisfied that, on the balance of probabilities, the pupil did what he or she is alleged to have done; the Head Teacher may suspend or exclude the pupil.

Alternatives to suspension and exclusion

In addition to the above:

- A managed move to another school. This should be done with the full co-operation of all parties involved i.e. pupil, parent, LA and receiving school.

Length of suspension

- Could be for one or more fixed periods, not exceeding 45 days in any one school year or 15 in any one term – but should be as short as possible.
- Suspension of more than a day mean the school is obliged to provide work.
- Suspension of more than 15 days during a school term will result in a meeting of the Governors Discipline Committee, who must follow the guidelines outlined in the LA advice.
- A re-integration meeting with Parent/Carer is good practice

Permanent Exclusion

- Pupils stay on roll until any appeal is determined. Work should be set during this time and returned to school for marking.
- Governing bodies must review all permanent exclusions promptly.
- Once the exclusion has been endorsed by the Governing Body the LA should assess the needs of the child and how to meet them. Once the child is removed from the roll the LA is responsible for ensuring that suitable education is made available.

Behaviour Outside School

- Pupils behaviour outside school on school business e.g. trips, is subject to the school's Relational Policy. Unwanted behaviour in these circumstances should be dealt with as if they had taken place in school.
- Where pupils attend visits to other schools e.g. Year 6 move up day/days. The visiting school's behaviour policy will be used.
- Behaviour outside school, but not on school business e.g. start and end of day, the Head Teacher may suspend or exclude a child if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole.

Useful tips and scripts

- Talk to children outside lessons, to build relationships, it shows you like them!
- Greet children at the start of each lesson.
- Be consistent with routines- make sure children understand the routines, boundaries, structures

- Carefully plan lessons taking into account the social, emotional, behavioural and learning needs of all children.
- Take proactive steps for known 'flash points'.
- Plan interventions with support staff.
- Catch children being good in class and around the school.
- Smile – and remember the importance of body language.
- Use rewards regularly, consistently and appropriately.
- Disapprove of poor behaviour, not the child 'David, it is ok to be upset but it is not ok to use that language in our school.
- Engage authentically in restorative process - accept that children make poor choices, and need to learn to take responsibility for their actions, but all can grow and change.
- Discuss with other staff how they manage children/classes - learn from each other, share good practice and team up to help.
- Celebrate success you have with children and classes. Invite others to share in the success.
- Focus on what you do well, and do more of that.
- Take care of your learning environment - it shows you value it
- Remember that five positive comments are needed for every negative one.

Safeguarding safety at school – Please refer to our Safeguarding Policy

The designated Safeguarding Leads are (DSL) are:

- Sarah Bunce Co-Head Teacher
- Jane Barker-Doe Co-Head Teacher

The Deputy Designated Safeguarding leads (DDSLs) are

- Kirstie Norris Assistant Head Teacher
- Stella Smithson Family Support Worker
- Matthew Holton Inclusion Lead

All staff must be alert and sensitive to actual evidence of any safeguarding concerns: irregular absence, changes in child's behaviour, cleanliness or reported information concerning pupil's welfare and safety – i.e. 'pupils at risk'. Sometimes a friend will express concern about 'their' friend.

All concerns however minor MUST be reported to the DSL's.

NB If a child discloses information, DO NOT cross-examine them, record the information on a Safeguarding Referral Form and pass to a member of the Safeguarding team.

All staff are issued on appointment with a copy of the Safeguarding Policy, which is regularly reviewed. Please ensure you are aware of its contents and know how to respond.

