



HOLSWORTHY C of E PRIMARY SCHOOL

Relationships Policy



Working together, growing together, all to flourish

(This policy includes procedures for incidents of Bullying and Exclusions)

At Holsworthy Primary School our vision is working together, growing together, all to flourish. Based on the bible verse from John 15:5, we believe that God is the vine; God is love. Our Christian vision and values help us foster positive relationships between pupils and between staff and pupils. This is the key to developing good behaviour. These relationships, built on mutual respect and trust, combined with high expectations and simple, clear rules are the foundations for high standards of behaviour.

Our Christian Values: **Love, Kindness, Respect, Responsibility and Forgiveness**

Our rules: **Ready, Respectful & Safe**

Our Relationships Policy has taken the place of our previous Behaviour Policy and incorporates the work of behaviour consultant, Paul Dix, through a restorative approach.

Our aims:

- To create an environment where everyone is ready to learn, respectful and safe.
- To use our Christian values to nurture each child so that they may grow and flourish.
- To develop a climate of certainty for pupils through consistency and routine.
- To provide clear guidance for children, staff and parents on our approach to developing positive behaviours and relationships.
- To put the development of positive relationships at the heart of our approach to supporting pupils with their behaviour.
- To root our approach in kindness.
- To focus on restorative approaches not punishment.
- To recognise that children communicate through their behaviours. - To recognise that some children follow people first, then rules.

Visible Consistencies:

- Same rules for all pupils in all classes: ready, respectful and safe.
- Teachers meet and greet pupils each morning at the classroom door.
- Recognition boards in classrooms focus praise on pupils and draw attention to positive behaviours.
- Where inappropriate behaviours are displayed, there are consequences with a restorative ending.
- Staff use consistent language with children. They reference the school's 3 simple rules when addressing inappropriate behaviour with micro-scripts for where pupils become dysregulated.
- Consistent language / questions for restorative meetings.

Staff:

- Display school values of love, kindness, respect, responsibility and forgiveness.
- Are **all** responsible for developing positive relationships with pupils and supporting them with their behaviour.
- Actively model and teach good behaviour for pupils.
- Are 'deliberately bothered' about pupils and recognise the 'drip, drip, drip' effect this has on building a positive relationship with pupils and the impact it has on a child's self-esteem.
- Deliberately and persistently 'catch' children displaying positive behaviours.
- Seek to have conversations with pupils about inappropriate behaviour in private to avoid embarrassment for pupils / feelings of humiliation.
- Refer to the school rules, when addressing incidents of inappropriate behaviour with pupils.
- Display a calm, consistent and certain manner when discussing incidents of inappropriate behaviour with pupils.
- Use agreed sequential consequences with a restorative ending where necessary (see later section).
- Understand that when addressing inappropriate behaviour, it is the immediacy of the response and not the weight of the sanction that works.
- Use strategies to help children calm, if they become dysregulated.
- Recognise that children communicate through their behaviours.
- Record incidents of dysregulated / unusual behaviours on CPOMS.
- Recognise that some children follow people first, then rules.
- Understand the value and importance of developing positive relationships with parents and are proactive in contacting parents when appropriate.

Parental partnerships are important. We ask parents to support our school's Relationships Policy by:

- Informing the school of any circumstances which may affect their child emotionally.
- Ensuring children wear the school uniform.
- Ensuring children arrive at school punctually.
- Being respectful when on the school site.
- Reminding children of the importance of their behaviour and the school rules (ready, respectful, safe).
- Being willing to discuss their child's behaviour and take part in restorative conversations as appropriate.

At Holsworthy C of E Primary School, we recognise that it is the behaviour of the adults which sets the climate and culture within the school. As adults we seek to create a climate of certainty for the children by applying our relationships policy as consistently as possible. To help develop consistency of approach, we use a behaviour blueprint (see Appendix 4).

We promote positive learning behaviours by celebrating successes through class recognition boards and certificates in Celebration Worship each week.

We recognise that some children follow adults first and then rules hence the focus on staff developing strong relationships with pupils. We also understand that some children require reasonable adjustments and bespoke arrangements to support them with their behaviour. Where this is the case, relational support plans will be developed with the class teacher, SENDCO, child and parents. When supporting pupils with special educational needs and/or disabilities, we emphasise the importance on still developing a knowledge of the child and not the label.

We aim to make our playgrounds stimulating with a variety of activities to engage all children as this provides opportunities for creative play, relationship building and promotion of positive behaviour. Our staff, in their lunchtime roles, create and play games with the children in order to promote a playful atmosphere.

Consequences with a restorative ending:

1. **Reminder** – A reminder of the 3 simple rules (Ready, Respectful, Safe) delivered privately wherever possible. Repeat reminders if reasonable adjustments taken. Try and keep it at this stage.
2. **Caution** – A clear verbal caution, always delivered privately. Use the phrase: 'Think carefully about your next step.'
3. **Last Chance** – Speak to the student privately using the 30 second script including a consequence of 'stay behind for 2 minutes after the lesson.' This cannot be removed, reduced or substituted.
4. **Time Out** – If the behaviour hasn't changed, this is a short time outside of the classroom, for example, in a thinking area or at the side of the field of play. It is a few minutes for the child to calm down, breathe and look at the situation from a different perspective and compose themselves.
5. **Repair** – This might be a quick chat at breaktime or a more formal meeting (see later guidance).

A restorative meeting may be required in order to 'repair.' This may be to repair/restore a relationship after a child has become dysregulated and/or consider the 'natural consequences' of a child's behaviour. For example, a 'natural consequence' may be a child being required to catch up on work they have missed.

Questions to structure a restorative meeting:

1. What happened?
2. What have you thought since?
3. How have others been affected?
4. What can we do to put things right?
5. How can we do things differently in the future?

Staff may choose to use fewer questions for younger children in the school. Staff may also need to suggest strategies for pupils and model metacognitive thinking during restorative conversations.

Typically, a restorative meeting would be between a staff member and a child/children but it may be appropriate to invite parents and another member of staff to a restorative meeting. Whilst using the above questions help staff to deliver successful restorative meetings, 'a restorative conversation is more than a process

or a set of questions. The behaviour of the adult lies at the heart of it.' *Paul Dix, When Adults Change, Everything Changes.*

When talking to a child about inappropriate behaviour, adults will seek to do so as privately as possible and with minimum emotion. Adults will save their emotion and passion for celebrating positive behaviours. An adult will make reference to the rule that has been broken and the natural consequence and they will end by reminding the child of a time when they displayed more positive behaviours. There are microscripts for each phase which adults may use to support with behaviour interventions as appropriate. These will more likely be used when a child has become/or is at risk of becoming dysregulated. These interventions will be brief as lengthy conversations when a child is dysregulated are rarely productive.

Microscripts (for 30 second interventions):

KS2

'You own your behaviour, this behaviour does not deserve my time but you do (reference rules as appropriate eg being respectful, safe etc). As a result, the natural consequence is... (sanction delivered). You are better than the behaviour you are currently showing and I can prove it (give example of previous positive example).'

KS1

'You own your behaviour. This behaviour breaks our school rule of (reference rules as appropriate, for example, being respectful, safe etc). As a result, the natural consequence is... (sanction delivered). You are better than the behaviour you are currently showing (give example of previous positive example).'

Early Years

You are breaking our school rule of being ready/respectful/safe by (running, hitting etc). Please (name the required behaviour). As a result, you need to (natural consequence eg tidy up, etc).

Staff are aware that when a child becomes dysregulated, there may be secondary behaviours. Staff should not be drawn on these behaviours (unless the child is being unsafe, in which case staff will consider positive intervention and prevention strategies (PIPS) – see appendix 1). Secondary behaviours may be discussed when the child has regulated during a restorative conversation/meeting.

Extreme Behaviours:

We understand that some children may exhibit extreme behaviours, for example violence towards another child/adult. This is more likely to occur when a child has experienced certain challenges in their childhood and family circumstances. We know that the behaviour is a way of communicating emotion and feelings. Where children display extreme behaviours, relational support plans will be used to provide bespoke support and make reasonable adjustments. When dealing with an episode

of extreme behaviour, staff will utilise positive intervention strategies, which could include holding/restraining a child to keep themselves or others safe (see appendix 1 – PIPS).

Incidents of extreme behaviour will be recorded on CPOMS.

Internal or fixed term exclusions could occur following incidents involving extreme behaviour. Fixed Term exclusions will be at the discretion of the Headteacher or Deputy Headteacher. Fixed Term exclusions may be required when:

- The child needs time to reflect on their behaviour
- The school needs time to create/review a relational support plan

Parents will be informed and provided with opportunity to meet and discuss any fixed term exclusions involving their child.

See also Devon Guidance on Fixed Term Exclusions and Appendix 2.

Permanent Exclusion:

Permanent exclusion is a last resort and may be considered in the following circumstances:

- A child has displayed poor behaviour over a long period of time and a range of strategies have not been effective in bringing about an improvement resulting in a significant impact on the safety and learning of others.
- There is an ongoing risk to the safety of other children and adults which is too high.
- The ongoing negative impact on children, staff and learning is too high.

See also Devon Guidance on Permanent Exclusions and Appendix 2.

Violence towards Adults:

Incidents of violence towards adults are taken very seriously at Holsworthy C of E Primary School. We provide training for staff for supporting pupils when they become dysregulated to enable them to best manage challenging situations. Where staff have received training in Positive Intervention and Prevention Strategies, staff may consider restraining a child to avoid either harm to the child or another person.

Where a child has been violent towards a member of staff, this should be recorded on CPOMS. Follow up support can be provided for adults involved as appropriate.

Whilst violence of any kind is unacceptable, we also understand that we have a duty to nurture all children in our care. We understand that some children with certain needs or who have experienced particular challenges in their lives sometimes express their feelings and emotions through their behaviour. As adults we still have compassion and show care for all our children.

The role of the Governing body.

It is the responsibility of the governing body to set down the guidelines on standards of behaviour and review the effectiveness of the policy. The governors will support the headteacher in the carrying out of the guidelines and the day to day implementation of them.

A governing board sub-committee will be responsible for reviewing decisions to permanently exclude.

See Devon County guidance on permanent exclusion:

<https://new.devon.gov.uk/educationandfamilies/school-information/schoolattendance/education-inclusion-service>

The role of the Pupil Ethos Group (PEGs).

The children's voice is of huge importance to our school.

At the beginning of each academic year children are appointed as members of the PEGs group. This appointment is made through nominations from their peers. The PEGs group meet to discuss issues that are important to the children. The PEGs group will review the school's vision and values and how effectively they are embedded in the school.

Appendix 1: Passive intervention and prevention strategies

Appendix 2: Exclusions

Appendix 3: Anti bullying policy

Appendix 4: Behaviour Blueprint

Appendix 1.

Positive Intervention and Prevention Strategies at the school (includes caring restraint)

Common causes of challenging behaviour:

- Communication/understanding difficulties.
- Boredom, anxiety or fear.
- Personality disorders.
- Mental illness.
- Previous experience influencing poor attitude e.g. move from another school.
- Home issues.
- Inconsistencies in approach in terms of managing behaviour either at home or at school.
- Inability to access the curriculum.
- Rudeness or disrespect.
- Low self-esteem.
- Frustration.

The way we respond can influence the outcome i.e. fight fire with water not fire. We seek to de-escalate the situation with positive strategies and passive intervention to avoid further escalation.

“We cannot control other people’s behaviour but we can influence it by controlling our own.”

Legislation and Guidance:

As a general rule nobody has the right to touch, move, hold or contain another person. However, people with a duty of care operate in exceptional circumstances where it is sometimes necessary to act outside the norm. Whenever they do so they should be clear about WHY it is necessary. The best legal defence would be to show that any action taken were in the child’s best interest and that action was reasonable and proportionate.

Passive Intervention and Prevention Strategies are designed to •

- Give the pupil back some control and help in calming down.
- Help children who have experienced negative touch.
- Make movement safe not to overpower.
- Allow staff to act confidently at times of crisis.

Last Whole Staff Training in Passive Intervention and Prevention Strategies: March 2022

Appendix 2:

Exclusions:

When considering fixed term and permanent exclusions, Holsworthy C of E Primary School follows Devon County Guidance (see links below):

Fixed term Exclusions:

<https://new.devon.gov.uk/educationandfamilies/school-information/schoolattendance/education-inclusion-service> Permanent

Exclusions:

<https://new.devon.gov.uk/educationandfamilies/school-information/schoolattendance/education-inclusion-service>

Appendix 3: Anti-Bullying

Policy

What is bullying?

Bullying is a conscious and wilful repetitive act of aggression and/or manipulation by one or more people against another person or people.

It is also an abuse of power by those carrying out the bullying, which is designed to cause harm.

The Nature of Bullying

Bullying is considered to be:

- deliberately hurtful (including aggression);
- repeated often;
- often difficult for individuals who are being bullied to defend themselves against.

Bullying can take many forms:

- physical: hitting, kicking, taking belongings;
- verbal: name calling, insulting, making offensive remarks;
- indirect: spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours;
- pupils may use the tool of cyber---bullying (e.g. text messages, e---mail or using social networking sites like Facebook or Ask FM).

People may bully others because of varying perceived differences:

- sexism, racism, religion or belief, academic ability, gender identity, homophobia, disability, perceived characteristic (e.g. hair colour or weight) or because of an associate (family member or friend).

Aims

The aims of this policy are :

- to demonstrate for pupils and staff that bullying is unacceptable, and
- to encourage an environment where achievement is celebrated, independence is recognised and individuals can flourish without fear.
- to maintain the principle that every pupil has the right to be safe and happy in school and to be protected when he/ she is feeling vulnerable.

Procedures

It is important to recognise that whilst there is no single way to deal with bullying. Each instance must be dealt with promptly and effectively. As a general rule the following procedures should be followed:

Staff should:

- ensure pupils have a clear understanding of bullying and its different forms and educate pupils so that they know how to respond if they are being bullied or witness bullying behaviours.

- assure the pupil that their concerns will be dealt with seriously.
- establish the facts and identity of the pupil (s) displaying the bullying behaviours.
- interview the pupils involved at an appropriate and convenient time.
- keep a written record of the incident on CPOMS.
- ensure that appropriate action is taken as a result of the incident (see also Relationships Policy).
- liaise with all parents involved so as to inform them of actions/support.

This may include:

- an apology, either written or verbal.
- a meeting with the pupils involved.
- appropriate sanction.
- providing mentor / pastoral support.
- informing parents of the incident.
- in appropriate cases, the matter should immediately be brought to the attention of the headteacher.

Pupils should:

- tell a member of staff if they are being bullied
- tell a member of staff if they witness another child being bullied
- tell a member of staff if you witness another pupil either bullying or being bullied
- pupils should be safe in the knowledge that we are a 'telling school'.

Parents should:

- please inform a member of staff if they suspect bullying may be occurring.
- reassure your child that the school will deal with the issue sensitively but firmly.

Interventions.

There may be times when a child who has been bullied or a child displaying bullying behaviours needs pastoral support. This could be provided by staff of Holsworthy CE Primary or outside agencies.

Frequently asked Questions:

Is bullying common?

Sadly, bullying permeates all strata of society; this does not make it desirable or mean it should or will be tolerated.

Where does bullying take place?

Bullying can take place anywhere; in school, out of school, in the home. It can be direct through face-to-face contact or indirect through gossip and rumour. Bullying via social media or on platforms such as WhatsApp or SnapChat can also be direct or indirect.

Does a bully have certain characteristics?

A bully does not have to conform to the traditional stereotype of a 'bully'; they can be male or female, large or small.

Why does bullying occur?

Prejudice against characteristics such as race, religion, culture, gender, disability or sexuality may be the 'trigger' for the bully but bullying is as a result of the bully's perception of the victim of being 'different' to them and therefore may not be obvious to those around them. However, bullying is less likely to occur when there is a culture of zero tolerance adopted by staff, parents and pupils. When pupils refuse to collude and are proactive to pass on anything they witness or hear about bullying, school can act swiftly to intervene. Those who stand by and allow or encourage bullying to take place will be dealt with as part of the schools' response to the actual bullying incident.

Bullying involving the Internet or mobile phones

Pupils are unable to access social media sites such as Facebook or Twitter in school. Pupils are taught that they should be wary of communicating with strangers. Staff will talk with pupils about potential dangers of this, when using computers at home too.

To reduce the possibility of mobile phone bullying, pupils are expected to hand in mobiles to the school office for safekeeping. At no time should pupils on school premises use phones to make calls in school time or take photographs without permission.


Monitoring, evaluation and review

The school will review this policy, in conjunction with the revised Behavioural Policy and assess its implementation and effectiveness annually. This policy will be promoted and implemented throughout the school. This policy is part of our commitment to safeguarding children. It should be read in conjunction with our other safeguarding policies and procedures which promote safeguarding such as our Behaviour Policy. Many of our policies are available on the school website or hard copies are available upon request.

Further material available to staff, pupils and parents:

- <https://www.bullying.co.uk/>
- <https://www.anti-bullyingalliance.org.uk/> - Anti-bullying week
- Childline (posters around school)
- <https://www.ceop.police.uk/Safety-Centre> (child exploitation and on-line protection guidance website)
- KAPOW – PSHE scheme of learning

Appendix 4: Behaviour Blueprint

BEHAVIOUR BLUE PRINT		
<p>As adults we:</p> <ul style="list-style-type: none"> - have an unconditional positive regard for our pupils - are calm, consistent and predictable to provide certainty for our pupils - provide a visible mass of kindness - are all responsible for building positive relationships, supporting pupils with our rules and delivering our relationships policy – one staff, one purpose - celebrate positive behaviours through recognition boards - meet and greet our pupils each morning - hold restorative meetings as appropriate - use <u>microscripts</u> as appropriate - are relentlessly deliberately bothered - say sorry - are proactive in working with parents 	<p><u>OUR RULES:</u></p> <p>READY</p> <p>RESPECTFUL</p> <p>SAFE</p>	
<p>Restorative Questions:</p> <ol style="list-style-type: none"> 1. What happened? 2. What have you thought since? 3. How have others been affected? 4. What can we do to put things right? 5. How can we do things differently in the future? 		
<p>Consequences with a restorative ending:</p> <ol style="list-style-type: none"> 1. Reminder – A reminder of the 3 simple rules (Ready, Respectful, Safe) delivered privately wherever possible. Repeat reminders if reasonable adjustments taken. Try and keep it at this stage. 2. Caution – A clear verbal caution, always delivered privately. Use the phrase: 'Think carefully about your next step.' 3. Last Chance – Speak to the student privately using the 30 second script including sanction of 'stay behind for 2 minutes after the lesson.' This cannot be removed, reduced or substituted. 4. Time Out – If the behaviour hasn't changed, this is a short time outside of the classroom, for example, in a thinking area or at the side of the field of play. It is a few minutes for the child to calm down, breathe and look at the situation from a different perspective and compose themselves. 5. Repair – This might be a quick chat at breaktime or a more formal meeting (see later guidance). 		
<p style="text-align: center;">MICROSCRIPT (30 second intervention)</p> <p style="text-align: center;">KS2</p> <p>'You own your behaviour, this behaviour does not deserve my time but you do (reference rules as appropriate eg being respectful, safe etc). As a result, the natural consequence is... (sanction delivered). You are better than the behaviour you are currently showing and I can prove it (give example of previous positive example).'</p> <p style="text-align: center;">KS1</p> <p>'You own your behaviour. This behaviour breaks our school rule of ... (reference rules as appropriate, for example, being respectful, safe etc). As a result, the natural consequence is... (sanction delivered). You are better than the behaviour you are currently showing (give example of previous positive example).'</p> <p style="text-align: center;">Early Years</p> <p>You are breaking our school rule of being ready/respectful/safe by ... (running, hitting etc). Please ... (name the required behaviour). As a result, you need to (natural consequence eg tidy up, etc).</p>		

Review

Date written/revised: Sept 2022

Next review: Sept 2024

The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed: *TP Salvadori* (Headteacher) Date: 21/09/2022

Signed: *Tracey Webster* (Chair of Governors) Date: 21/09/2022