

WOOL CE VA PRIMARY SCHOOL

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Rooted in the community to grow and flourish

Name of Policy:	Relationships Policy (formally named Behaviour Policy)
Date first adopted:	September 2017
How often to be reviewed:	Annually
Reviewed:	September 2018
Reviewed:	September 2019
Reviewed:	September 2020
Reviewed:	
Reviewed By:	Governing Body

RELATIONSHIPS POLICY

This policy outlines the school ethos and culture which underpins Wool Primary School's approach to all aspects of school life. The principles outlined here feed into all other school policies and they form the foundation to our provision.

It is crucial that all children feel safe, secure and happy in school in order for them to grow in confidence and achieve their full potential. We are fully committed to enabling children to flourish, and this is seen in our school vision: "Rooted in the community to grow and flourish". This is only possible where the ethos of the school permeates every aspect of school life and has consistent values. Relationships are key and underpin our school vision where the emphasis is on community working together to ensure children are successful learners. We have therefore made a conscious decision to rename the Behaviour policy to Relationships policy to ensure the emphasis is made primarily to cause (relationships) and that behaviour is usually an effect of this. All staff will encourage an atmosphere where children feel valued and cared for and where everyone is mutually respectful.

Wool Primary have adopted a therapeutic approach to behaviour within our school and staff follow the principles of 'Steps': "An approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the dynamic" This approach alongside our school's journey in becoming a Trauma and Attachment aware school ensures we focus on the development of relationships, in a prosocial way, at the core.

The school ensures our school values remain at the forefront of this approach by collaborating with our children to produce Class Essentials at the beginning of every year. Every class displays their agreed prosocial behaviour and these are age appropriate. Nevertheless, all agreements are rooted in the acronym RRS (Ready, Respectful, Safe). We feel this enables are children to become familiar with the language of prosocial behaviour and ensures a consistent approach.

The primary aim of the relationship policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. It aims to promote children's internal discipline which means an increased focus on teaching the prosocial behaviours particularly in the Early Years. Internal discipline is where the child fully understands the value of the work they have been given is inspired and motivated sufficiently to choose to complete the work and recognises the value of the completed work irrespective of the views of others. A useful analogy is to think about the effectiveness of speed cameras. Speed cameras suppress behaviour for short periods of time but have no impact on peoples' attitude to the dangers of speeding and can actually create anger and resentment rather than changed behaviour. The most successful strategies for reducing speed are campaigns that remind people of the consequences of excess speed especially if that reminder is clear, informative or helpful at the time such as large circle signs on the road surface or in the form of powerful advertising that creates empathy. The move that our school is taking from external discipline to internal discipline is the journey from child to adult. We all need to help young people on this journey. By focussing the teaching of internal discipline we will prepare the child for the expectations of the next stage of their life and the skills to achieve and remain safe without constant direction from a discipline figure.

This policy supports the school community in aiming to allow everyone to work together in a thoughtful and considerate way.

At Wool Primary School we believe prosocial behaviour should be recognised and celebrated frequently. This approach positively contributes towards each child reaching their potential and aims to represent the school's high standards. All members of staff use praise to acknowledge and value prosocial behaviour as we believe that this will develop an ethos of respect, kindness, love and co-operation. We have adopted a system called 'Track It Lights' to recognise and celebrate pro social behaviours. It is a visual monitoring tool in which children can take a greater ownership in how they follow the school's vision, values and ethos. It enables the class teacher to discretely, if needed, acknowledge and respect a child's efforts at their developmental level. The class teacher can celebrate an individual child's behaviour using this tracking system with parents at meetings to ensure a more in depth and accurate picture of the whole child is shared.

A number of other ways in which the school celebrates pupil's attitude to learning and life is:

- Weekly Celebration Assemblies provide an opportunity for certificates (from both in and out of school) to be awarded.
- Whole class rewards for teamwork where the class can earn a treat session together.
- Children who are excellent role models may additionally be given special responsibilities within the school. These may include being part of the School Council, Eco Council, becoming an ambassador for a specific area.
- In EYFS, the class also have a visual display to celebrate children who are demonstrating the agreed essentials.

We recognise that every child is an individual and we strive to discover the underlying reasons behind a behaviour rather than simply addressing the child's action. We aim to take the focus away from what the child is doing and focus on how the child is feeling. We believe this approach ensures the child's well-being and individual need is at the heart of our decision making. To uphold this, we follow a graduated approach and staff are encouraged to analyse and liaise with SLT members and parents/carers.

In situations where a child displays anti or unsocial actions/words, a staff member will use a 30 second scripted intervention to acknowledge the primary behaviour observed. If anti/unsocial actions/words continued to escalate, staff members will use de-escalating strategies according to the child's need. At an appropriate time when the child is able to regulate their emotions, staff will use a restorative approach that enables the child to repair and restore the primary behaviour. When the unsocial/anti-social behaviour is recurrent, staff will use a number of strategies to analyse the behaviour to find reasons for the cause. Staff will work alongside the school SENDCo to use the most appropriate strategy from the toolkit to gather evidence, analyse and review approach taken.

Staff treat each child fairly with respect, dignity and understanding.

"Equality is treating everybody the same. Equity is giving everyone what they need to achieve success" (Steps). We feel our aim is outlined in the image below:



If a child displays persistent anti/unsocial behaviour, staff members will use the outcomes of their analysis to produce a Risk Reduction Plan. Parents/Carers will be involved in this process and regular reviews will be held. Sometimes staff will liaise with external agencies (such as an educational psychologist or paediatrician) in order to provide the child with the support they need.

In some circumstances when the child is displaying unsafe behaviour, staff members will use physical intervention in line with the child's Risk Reduction Plan.

In line with Steps guidance, staff would only adopt physical intervention if it enabled escalation to be avoided.

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for images or articles that have been or could be used to commit an offence or cause harm.

All staff have a legal duty to report any matter in which safety is compromised. Any physical violence directed towards staff or others should be reported. Records will be accompanied by photographic evidence of any injuries sustained (if this is possible and appropriate).

Any use of physical intervention will be recorded as soon as possible after the event in the Accident/Incident Report Form. This record will be completed on the same day. This account will include: overview of circumstances leading to use of reasonable force; intervention(s) used; length of time used before calming/release; staff members involved; any injury caused to adult or child; any need for follow-up action. Parents will be informed promptly of the use of reasonable force.

THE ROLE OF THE HEADTEACHER

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for who have shown dangerous behaviours. The exclusion will be for a period of time in which the Headteacher and if necessary, the SENDCo adapt the current provision and risk management plan for the child, and make any changes to the school to keep the child safe (if needed calling upon external agencies). For repeated or very serious acts of anti-social behaviour, the Headteacher may make the decision that the school cannot meet the child's needs safely and therefore an alternative provision or setting may be deemed more appropriate. Both these actions are only taken after the Chair of Governors has been notified.

The Headteacher reports to the governing body on the behaviour and safety of pupils.

THE ROLE OF PARENTS/ CARERS

The school works collaboratively with parents/carers, so children receive consistent messages about expectations. All parents are given a Home and School Agreement at the beginning of the year and it is also available on our website. This agreement is based on the school values and identifies the child's rights and all stakeholders' responsibilities to ensure these are met.

We explain the vision and values of the school in the school prospectus and on the school website. Our expectation is that all parents support these prosocially (language and actions used with your child is positive, reinforces school vision and is supportive of the school creating a healthy relationship between home and school).

We expect parents/carers to support their child's learning and to co-operate positively with the school. We aim to build a supportive dialogue between home and school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher or the Headteacher (please refer to the Complaints procedures)

THE ROLE OF GOVERNORS

The governing body has the responsibility of reviewing this Therapeutic Relationship Policy regularly and support the Headteacher in carrying out its contents.

The Headteacher has the day-to-day authority to implement the policy, but governors may monitor its effectiveness as part of their support and challenge cycle.

The governing body supports the review of the Therapeutic Relationship Policy.

FIXED-TERM AND PERMANENT EXCLUSIONS

- Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term into a permanent exclusion, if the circumstances warrant this. Exclusion, for whatever reason, is used as a last resort and the decision is never taken lightly. A decision may be taken to give a child a fixed term exclusion as the child's unsafe behaviour will require further risk assessment to ensure his/her safety and if necessary, the safety of others'.
- If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body.
- The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- The governing body has an exclusion committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

MONITORING

- The Headteacher monitors the effectiveness of this policy on a regular basis through 'drop-in' learning walks across the school day. The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 'Track It Lights' monitoring tracking system enable staff to make notes throughout the day regarding behaviour (both prosocial and antisocial) for all children. Staff (midday supervisors, teachers and teaching assistants) liaise together regularly to ensure continuity.
- Staff work with parents of individual children to manage home/school link books to promote relationship between home and school.
- The Headteacher keeps a record of any pupil who is suspended for a fixed-term or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

The Staff and Governing Body review this policy annually. They 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.

Appendix:

Mobile phones

At the start of the academic year, parents of Y5 and Y6 pupils are asked to give written consent for their child to walk to and from school by themselves. Those pupils that do this are allowed to bring a mobile phone to school for safety reasons. The school recognises the importance of this but asks all pupils to hand in their phone to the class teacher on entry to school. This is to ensure pupils, staff and volunteers are safeguarded against any misuse of this technology. All pupils are expected to adhere to the expectations laid out in this and the E-Safety policy.