



Relationships Policy

Asquith Primary School.

Date Adopted:	9/10/2024
Review Date:	Autumn Term 2025

PRINCIPLES

All staff and pupils are valued individuals at Asquith Primary and deserve to be treated with respect and are committed to the well-being of all stakeholders. We aim to achieve this in all aspects of school life and provide an ethos, curriculum and school environment which supports the social, emotional and mental health of the school community. Fostering strong, professional and positive relationships is key and is the foundation for this policy.

We understand that behaviour can be influenced by a range of factors, both internal and external and we need to establish consistency and strategies to support, so that pupils and stakeholders feel positive and secure and so learn and work to their best.

This policy is for all pupils, staff, parents/carers, governors and visitors and agencies which work within the school and it encompasses all aspects of school life.

OUR BELIEFS

- Our pupils want to behave appropriately
- All behaviour is a communication and we need to support pupils in communicating appropriately and safely.
- A pupil will self-regulate and behave appropriately if their individual needs are understood.
- Behaviour that challenges is often due to gaps in emotional development; difficulties in life, leading to a lack of trust and safety within their world.
- The level of emotional development will impact the ability to self-regulate and readiness for learning.
- Learning new behaviour will take time and need support.
- Everybody makes mistakes, it is part of the process and we need to support to get it right.
- Reflection is a key part of understanding behaviour, and we need to enable the pupils to reflect on the impact and consequences of their actions.
- We need to enable our pupils to develop the skills to self-regulate which may need to be personalized.

AIMS OF THE POLICY

- Expectations will be clear and consistent
- Managing these expectations will take into account pupils personal circumstances.
- For strong relationships between staff and pupils to be cultivated across school.
- Mutual respect irrespective of age, gender, identity, race, religion or disability.
- Pupils will recognise the difference between right and wrong and the consequences resulting from their actions.
- Pupils will develop the skills to self-regulate, be confident, build resilience and keep themselves mentally healthy.
- Pupils will develop a range of social skills and attitudes to use in a variety of situations and to allow them to participate fully in and contribute positively to life as a citizen.
- Pupils and staff will be able to work well with each other and resolve conflicts effectively.

In order to achieve this, we need to provide a safe and secure learning environment, high in structure and nurture. Strong relationships and consistency in expectations are key, but also it is vital to be fair. However, this is not about treating all pupils getting the same but getting what they need -Equity not equality.

(Please see appendix A for how to provide a safe and secure environment)

PUPIL BEHAVIOUR

We expect our pupils to behave in an appropriate way and show respect for all members of the school community. We do not specific school rules but Appendix B gives examples of what we expect but it is not an exhaustive list.

REWARDS

It is important to acknowledge and celebrate the achievements of all pupils (and staff)at Asquith Primary. These rewards can inspire, engage and motivate to become more confident and independent learners.

Rewards are offered that link to the school values, for academic achievement, contribution to the class or school community and good attendance.

Possible rewards are:

Verbal praise

Stickers and stampers

Postcards /phone calls home

Attendance certificates and bracelets

Star of the week

Mentions assembly

Achievements assembly

Class raffle

Whole class rewards eg extra playtime, game time

OUR PROCEDURES FOR MANAGING BEHAVIOUR EXPECTATIONS

When managing behaviour, we expect all adults to respond in a non-judgmental, empathetic way that focuses not on the behaviour itself, but the reason for the behaviour and look at ways to support not only the pupil but other parties who have been directly impacted by the behaviour

We expect all staff to engage with restorative practices as these enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Staff need to respond in a way which:

- Understands, and takes account of pupils' individual circumstances
- Provide all pupils with the opportunity to reflect on their behaviour and make the correct choices _
Gets to the heart of why pupils behave in the way they do
- Helps ALL members of the school to understand the impact of their behaviour and develop empathy
- Ensures that any sanctions are fair and proportionate
- Develop pupils' ability to self-regulate their behaviour moving forward.
Addresses any unmet needs the pupil may have

Classroom Management & Restorative Practice:

The aim is always to keep a pupil in class, learning, but not at the expense of others in the class. If a pupil is becoming de-regulated (off task) use the strategies given in Appendix C. If these are unsuccessful then the pupil may be sent to another class. If behaviours persist then a member of SLT can be informed.

- Reflect on what could have been done to prevent the behaviours and discuss with the pupil if possible at an appropriate time.
- Make contact with parents
- Record the incident on CPOMs

Managing our most dysregulated pupils:

As an inclusive school we have some pupils who, if they become anxious, may become significantly dysregulated and present behaviour which challenges. All staff should make themselves aware of who these pupils are to try and avoid presenting them with 'triggers' to their anxiety and to understand the individual strategies that may help to calm the pupil and help them to become re-regulated. In such circumstances it is key to have a connection with the pupil before trying to correct the situation. Often a pupil in such a heightened state of anxiety will only respond to

someone they consider their 'key adult' in school, so in such instances staff are advised to seek support SLT or person they know the pupil may engage with.

For any pupil displaying repeated challenging behaviours a consultation will be sought with the Sherwood Area Partnership (SAP) to support in helping the pupil develop appropriate ways to respond to their anxieties/needs.

Following a consultation, the SAP may come into school to observe and advise on strategies.

SANCTIONS

Following the restorative practice, it may be decided that a sanction is appropriate. This needs to be proportionate and relevant to the behaviours exhibited. It is important that everyone feels safe in school and understands that there are consequences to poor choices. Consideration will be taken of;

- The severity of the behaviour
- Any mitigating circumstances
- Whether the behaviour is repeated
- How the sanction may support the pupil to adapt future responses to situations/behaviours
- How the sanction may support any party who have been harmed/wronged.
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Possible sanctions could be

Loss of breaks/lunch times

Made to complete missed work- in school or at home.

Litter pick in school.

Requesting payment towards damaged property

Loss of responsibilities eg school council/PE lead

Repeated challenging, aggressive or dangerous behaviour or failure to respond to other sanctions may result in more serious sanctions

Internal isolation/exclusion

Part time timetable- in agreement with parents/carers and reviewed regularly

Fixed term exclusion.

Continued challenging, aggressive or dangerous behaviour or incidents of a significant scale may be deemed serious enough to lead to a permanent exclusion, managed move to another school or use of alternate provision, following investigation by head teacher/governing body.

RECORDING AND MONITORING

All incidents should be recorded on CPOMS briefly outlining the incident, possible triggers and sanctions/consequences.

Parents to be kept informed and meetings set up to discuss the situation:

Parent, class teacher and pupil.

Parent, class teacher, Keystage lead and pupil.

Parent, class teacher, member of SLT/SENDCo and pupil.

INCIDENTS OUTSIDE OF SCHOOL

Occasionally incidents may happen out of school which impact within school- especially use of social media. Such incidents may be discussed in school and restorative practice used to resolve the situation but parents need to understand that they have a responsibility as it is out of school.

This policy is to be read and followed in conjunction with Attendance Policy, Keeping Children Safe in Education, Equality policy, Safe-guarding policy, Inclusion policy.

Appendix A

HOW WE CAN PROVIDE A SAFE AND SECURE LEARNING ENVIRONMENT FOR OUR PUPILS?

In order for pupils to feel safe, their educational environment needs to be high in both nurture and structure. Pupils need predictable, consistent routines, expectations and responses to behaviour. Being 'fair' is not about each pupil getting the same (equality) but about everyone getting what they need (equity).

Planning	Doing	Responding
<p>Get to know your pupils (and their specific needs and “story”)</p> <p>Devise a well-thought out seating plan that suits the class and individual needs.</p> <p>Teachers to plan high quality, engaging lessons that are tailored to the pupil's individual needs</p> <p>Have tasks ready to do as soon as pupils enter the room.</p> <p>Give feedback during lessons and know how your pupils are doing so you can support them to improve</p> <p>Ensure a tidy, well organised space</p> <p>Research and learn: look at ways to effectively support our pupils or seek advice from other staff.</p>	<p>Meet and Greet pupils as they enter school/your classroom.</p> <p>Smile when you speak to pupils.</p> <p>Maintain clear boundaries and expectations around behaviour.</p> <p>Build in, and embed routines.</p> <p>Ensure the behaviour of others is well managed.</p> <p>Provide help and support where required.</p> <p>Notice when pupils are not 'there' (physically & emotionally)</p> <p>Engage with parents/carers: the involvement of the parent/carer is crucial when addressing and planning to support a pupil's SEMH needs.</p> <p>Use praise and reward as our main tool.</p> <p>Provide a range of extra-curricular opportunities so pupils can engage with other activities.</p>	<p>Tactically ignore where appropriate.</p> <p>Know how to respond.</p> <p>Know when to respond .</p> <p>Understand the intensity of response needed.</p> <p>Know adults that can be called upon and key adults for the pupil.</p> <p>Use appropriate body language, posture, facial expressions.</p> <p>Look at every event and incident in context.</p> <p>Encourage reflective dialogue and self-reflection and use restorative practise to resolve issues.</p> <p>Seek help as needed</p>

Appendix B HOW WE EXPECT OUR PUPILS TO BEHAVE.

	What this includes?
READY Be ready to start learning on time this includes:	Arrive to school & lessons on time. Bring your reading book and diary to school every day. Wear the school uniform/colours and PE kit Ensure your mobile phone is left at the front office before going to class.
RESPECT Be respectful to everyone and the environment.	Be kind and considerate to all members of the school community; try and see other people's point of view Be respectful for all members of the school community regardless of their background including; their race, religion, age, sexuality, gender identity, physical appearance. Always speak in a polite tone and use respectful language Listen to the person who should be talking Be polite and well-mannered towards others including, hold doors open and let others pass through Put any litter you see in the bins (even if you didn't drop it) Do not bring chewing gum into school _ Do not break or damage school equipment Behave according to school expectations when on school visits/trips/residentials Always be honest and take responsibility for your actions Return any items that you have borrowed
SAFE Behave in a way that keeps you and others safe.	Move round the school in a quiet and orderly way (no running) Walk in single file when as a class. Show consideration for others in crowded areas Stay in the correct area at breaks and lunchtime Use social media in a safe and respectful way out of school Do not be verbally or physically aggressive towards anyone Follow school expectations on jewellery
WORK Try your best and complete all work	Work sensibly and do not disturb your classmates Ask for help if you don't understand Do reading/spelling shed/Times Tables Rock stars work as directed by class teacher. Set yourself high aspirational goals.

Appendix C Classroom Strategies to Manage dysregulated pupils

Good pupil behaviour is rooted in well-planned engaging lessons and positive relationships with staff. The AIM must always be to try and keep pupils in lessons, engaged and learning but on rare occasions you may require support with a pupil. These are the steps that all teachers should take to a) prevent misbehaviour and b) effectively manage this if it does occur.

BEFORE THE LESSON Planning for positive relationships

Make sure the lesson is engaging and interests you

Consider any CONTEXTUAL information about your pupils to make sure you are prepared for them

Ensure there is genuine challenge

Provide suitable scaffolding (as necessary — not 'one size fits all' and not worksheets)

Create a seating plan — over time you should change this, so pupils are developing relationships with each other

Provide pupils with personalised feedback as appropriate

THE LESSON Developing positive relationships

Meet and greet at the door

Give clear instructions

Be a presence and circulate the room to

a) check work and give verbal feedback

b) check pupils' understanding and correct any misconceptions

c) ensure good positive relationships and active management of the pupils

d) give praise

Ensure you have clear routines for packing away and dismissal from the class (row by row/group by group)

Ensure pupils leave your room and move onto the corridor in a calm and regulated manner

If pupils are becoming de-regulated (off task) use strategies to re-engage them. These can include (but it is not an exhaustive list):

Non-verbal signs (e.g. eye contact, encouraging smile, thumbs up/down).

Tactically ignore certain behaviours (unless they are disturbing others or it continues) and address at end of lesson.

Have a quiet chat by sitting down beside the pupil, talk to them quietly and give clear instructions of what you expect them to do — check for actual understanding

Use language of choice 'If you choose to not do the work then...' followed by 'I know you will make the right choice' (be aware that they are in a position to make a rational choice -)

Use a range of teaching, questioning, explaining, refocus attention and positive behaviour strategies.

Say what you see / what you need to see happen e.g. "I have noticed ... I need you to... Thank you for..." (therefore showing you expect them to comply).

Repeat instructions and give time for the pupil to respond.

Move to a different seat.

REFLECTION: Restoring positive relationships

If you have tried a range of strategies to re-engage the pupil and they do not comply then the pupil can be sent to another class in your building. Following a period of time to reflect and calm they can return to class to continue their work.

If they then continue to be dysregulated and you require further assistance, please use a TA or sensible pupil to find a member of SLT. The pupil will be given time to reflect and then discuss the situation when ready.

RESTORATIVE OUTCOME: Restoring positive relationships

Staff need to determine what caused the dysregulation and acknowledge this and support the pupil in understanding the impact of their actions and the consequences/sanctions

Following an incident staff and pupils need to re-establish the positive relationship -

Effective Restorative Practice

Restorative practice should be used to resolve issues between pupils and incidents of dysregulated behaviour.

The aim is to:

Understand the reasons for a person's behaviour

Put all sides across

Help the person to understand the impact of their behaviour on others .

Restore relationships

Identify ways to prevent this from happening again in the future.

Decide if you need to meet the parties involved individually or if you can all meet at the same time- this may depend on the severity of the incident. The meeting may need to be done the following day if the behaviour was particularly challenging.

Questions to ask

What happened?

What were you thinking?

What have you thought since? (their last word isn't their last thought.

Who was impacted as a result?

What do we need to do put things right?

For the other party involved

What happened?

What was the impact on you?

What would you like to happen to resolve this?

Reach an agreement, apology and sanction if appropriate.

It is important that as the adult, if you are the impacted party, accept the pupil's apology and their willingness to restore the relationship. They need to know that the next lesson will be a fresh start.