



PARK LANE
PRIMARY SCHOOL

Relationship Policy

Date: September 2023
Review Due: September 2024

Reviewed Annually

Rationale

At Park Lane Primary School we strongly believe that a happy, productive and successful community is built on a set of agreed values and high expectations of behaviour. Pupils are encouraged to be independent in making choices and are sensitively guided when problems arise. All achievements are celebrated, and all pupils are made to feel valued.

Values are principles that drive behaviour. They influence our actions and attitudes and become our framework for living. They influence our relationship with ourselves and others.

(Neil Hawkes - Values-based Education Limited)

Aims

Through promoting an agreed set of values, we aim to develop a positive learning culture and positive behaviour within the classroom, where pupils are enthusiastic and inspired to learn. The school aims to provide a caring, supportive, structured environment where children learn independence and responsibility whilst developing self-esteem and self-discipline through reflective practices.

Objectives

- To have an agreed set of values that guide thinking and behaviour.
- To teach and support children to develop reflective skills and therefore resolve issues independently.
- To support children to reflect on their behaviour and actions by talking through emotions.
- To have a consistent approach to behaviour throughout the school, with parental understanding and involvement.
- To build up each child's self-esteem by placing the emphasis on praise and reward.
- To encourage independence so that each child is able to accept responsibility for his/her own behaviour.
- To ensure a calm, positive, working atmosphere where the boundaries of appropriate behaviour are clear to all.
- To have a staged approach to managing appropriate behaviours with a consistent approach by all staff.
- We will work in conjunction with external agencies where appropriate.
- To communicate the high expectations, we have of all children.
- To apply the most appropriate method of behaviour management for each child as an individual.

Expectations of Staff

All staff must promote, model and actively teach the school values in order to cultivate a climate of mutual respect where effective teaching and learning can take place.

Specific, genuine and values-based praise should be used consistently and fairly to: -

- To create a strong and positive relationship with children;
- Use the restorative approach to rebuild and repair relationships that have been damaged;
- Encourage positive self-esteem in all pupils;
- Reinforce positive values and the behaviours that exemplify these;
- Encourage all pupils to emulate values-based behaviours through the use of proximity praise.

Rewards

We have a reward system which is applied by all staff. Each reward is given on an individual and bespoke basis given the individual characteristics of the child. Rewards can include:

- Blue Slip: a text message to parents highlighting the child's positive behaviour
- Dojo Points- these can then be used to purchase rewards from the Dojo Trolley/ Virtual Dojo Shop
- House Tokens
- Raffle Tickets
- Time with school dogs
- Or anything that specifically motivates a child

Restorative and Reflective Approach

Reflections are a procedure for pupils who are not able to follow the agreed school values. There are a number of times when a reflection is needed with the school. These are:

- When a child has displayed behaviours that are inappropriate
- When a child has become physically or verbally aggressive
- When a child has refused to follow school rules

At each stage, staff need to take time to repair relationships with the pupils to try and avoid any more escalations of behaviour. Staff will focus on positive behaviours and the way forward rather than focusing on previous incidents. The restorative approach will be used, where necessary, to help resolve conflict. At each stage, the children will be praised for improving their behaviour. At Park Lane, everyone involved in incidents will be taken through the restorative approach in order to improve and reflect upon their behaviour. All members involved are taken through the following questions, thus creating an understanding of the harm that has been caused to all parties. Facilitators will use the questions and procedures below:

The facilitator will set ground rules for the meeting such as listening to others, no shouting, interrupting swearing or physical violence. The conversation will then ask the following questions to the party/parties who have caused harm:

1. What happened?
2. What were you thinking at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. How have they been affected?

Following this conversation, we will then ask the following questions to the party/parties that have been harmed:

1. What happened?
2. What were your thoughts at the time?
3. What have been your thoughts since?
4. How has this affected you and others?
5. What has been the hardest thing for you?

Finally, after listening to the views of both parties, the facilitator will consider both sides and come to an agreement of what will happen next.

We are also able to adapt our approach to ensure it is accessible for our Early Years Provision. Within the EYFS, the focus will be on feelings and how they are caused. We will use this alongside emotion cards, teacher support and group work.

Staff will investigate incidences of poor behaviour to determine who was involved. Staff will then use their discretion and knowledge of the pupils to decide who will take part in the restorative approach and the best way to implement the process.

Strategies for Individual Pupils

As a school, we recognise that children are individuals and sometimes require their own strategies. A pupil profile will be created by Erica Callow (SENDco), Kirstie Thirde (Inclusions Manager) and the child's class teacher in order to ensure the strategies are relevant and effective to the child's needs. In these circumstances, the child usually has Social, Emotional and Mental Health needs or additional SEND needs.

We will:

- Set individual behaviour strategies and targets- in agreement with the SENDco, Inclusions Manager and Class teacher.
- Set SMART targets (specific, measurable, achievable, realistic and timed)- usually in the form of an Individual Education Plan (IEP).
- Use further support available through the SENDco and outside agencies.

Stages of Behaviour

The following procedure allows the pupil several opportunities to reflect upon their behaviours:

Stage 8: Head Teacher

Escalate to CCL.

Stage 7: Deputy Head

Escalate to LBH.

Stage 6: Assistant Heads

Escalate to a either SBO, KTH or ECA.

Stage 5: Phase Leaders

Escalate to SMC (Y5 & 6), EWH (Y3 & 4), SBE (Y1 & 2) or ECA (EYFS.)

Stage 5: The Nurture Team

Escalate to Nurture Team to apply Thrive approach to support with regulation.

Stage 3: Buddy Class

Buddy class system to be used and an orange slip to be sent to the office in order for a text message to be sent home to families. Child to miss part of their break or lunch.

Stage 2: Teaching Assistants

TA to remove child from the classroom to have some time to reflect outside.

Stage 1: Class Teachers

Verbal warnings, refer to AFL chart, moving children within the classroom, pupils allocated to specific workstation.

Any behaviour which is deemed to be of a serious nature will result in the above procedures being superseded by the pupil being sent directly to the Head of school. In this case a critical incident form must be completed and given to the Head of school. A log of these is kept and analysed for trends.

Physical Intervention and Restraint

Although it should be avoided, we recognise that sometimes staff may need to use reasonable force to prompt, guide or hold children. We do this to help children stay safe and free from harm. This is reflected in our policy for Physical Intervention and Restraint.

Searches and Confiscations

We respect all members of the school community and respect the right of all children to their own property. However, we recognise that at times it may be appropriate to confiscate items for the wellbeing of the child and safety of other pupils. School staff have the power to confiscate any item we consider harmful or detrimental to school discipline. In such incidences, it is up to the professional judgement of the staff to decide when to confiscate an item.

When a member of staff deems it necessary to confiscate an item, we have the power to search a child's property. The law states that we can legally search for any article that we reasonably suspect is not in accordance with school rules such as mobile phones, stolen items and offensive items. An extensive list can be found in the following guidance Searching, screening and confiscation - Advice for heads, school staff and governing bodies (January 2018).

Facing the Issues – Exclusion

At Park Lane Primary School, we do not wish to exclude any child from school, however sometimes it may be necessary. An exclusion is defined as an internal, fixed period or permanent removal of a child from the classroom, school and its premises, in accordance with guidance related to The School Discipline (Pupil Exclusion and Reviews) Regulations 2012.

Internal Exclusions

For some children, internal exclusions are deemed appropriate. When a child has an internal exclusion, they will not be allowed within the classroom for a set period of time and will complete work with a member of SLT.

Fixed Term Exclusions

1. For some children the route to exclusion from school may take a period of months whereby behaviour is continually inconsistent with school values and expected behaviours.
2. The other route to exclusion can be due to an action in school which requires an immediate response.
3. A behaviour plan is implemented upon returning to school with agreed targets and child to report to a member of SLT daily for a fixed period of time to show improvements.

Permanent Exclusion

This final action may be as a result of accumulating a series of 'fixed term exclusions' or for a single serious offence (which may come from a child with no previous history).

When a child reaches this final stage, it is the expectation of the Head of School that his/her professional judgement is accepted. The Governing Panel will be called, and procedures will take place in accordance with guidance related to The School Discipline (Pupil Exclusion and Reviews) Regulations 2018.