



King's Stanley Church of England Primary School
"Where we care about our learning and each other"

Relational Policy

Written – Jan 2023

To be reviewed – Jan 2024

"Martha, Martha," the Lord answered, "you are worried and upset about many things, but few things are needed—or indeed only one. Mary has chosen what is better, and it will not be taken away from her." (Luke 10:41-42, [NIV](#)).

Introduction

At King's Stanley Church of England Primary School, we are committed to supporting the very best possible relational health between all pupils, their families, members of staff, governors, the wider school community and external agencies. This policy encompasses the ethos of the school where relationship is at the heart of every interaction and mutual care, consideration and the dignity of all is highly valued. The support in this policy is founded on the 3R's of King's Stanley – **respect, resilience and responsibility**.

Using a Thrive based approach, with a particular focus on the central principles of empathy, connection, atonement, trust and co-regulation. We are committed to ensuring that all our pupils develop social and emotional skills and resilience, enabling them to fully engage in life and learning. This requires emotionally regulated and available adults who can provide essential calming and containing of our pupils, their parents/carers or each other when they are overwhelmed by an event, a situation or their feelings. When children experience safety in their relationships, they open up to new learning. Creating this inclusive and positive school ethos around behaviour is something which is driven by the Head Teacher and Senior Leadership Team in order to be endorsed by, and embedded across, the whole school community.

Aims and objectives

- To encourage mutual **respect** between both pupils, their peers and adults.
- To build a relationship of trust between staff and adults.
- To teach pupils to have self-control and take **responsibility** for their actions.
- To teach pupils that actions and choices have consequences.
- To build a shared responsibility between parents/carers, children, staff and governors to work in partnership and create an atmosphere of **resilience**.
- To allow each pupil to develop **resilience** and demonstrate positive abilities and attitudes.
- To enable all children to feel safe and secure.
- To ensure all children can enjoy and achieve at school.

Managing Behaviour Relationally

We strive to demonstrate a relational approach to supporting social and emotional development and behaviour based on the following six principles and underpinned by the 3R's of King's Stanley – respect, resilience and responsibility.

1. We **respectfully** understand behaviour communicates unmet needs and can separate the child from their behaviour.
2. We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
3. We scaffold **resilience** by offering containment, predictability and routine to build a sense of safety in the emotional and physical environment.
4. We encourage **responsibility** by supporting children to become accountable for their actions and accept the impact they may have on themselves and others, through promoting a solution-focused approach to changing future behaviours.
5. We **respectfully** keep in mind that we are the adults and the children are still growing, learning and developing.
6. We seek to encourage **resilience** in restoring relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, where needed, in response to an action. We seek the most appropriate way of supporting children to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.
7. Rewards can be given where examples of 3Rs are shown (marbles and door points for whole class rewards, and 3Rs stickers for individuals)

Supporting Behaviour

All staff will:

- **responsibility** take time to recognise and record positive behaviours and attitudes and reward success
- reward **resilience** when children are doing the right thing and enhance this, through house points or marbles
- engage **respectfulness** in establishing the non-negotiable and negotiable expectations at the start of the academic year and re-visit these regularly (see King's Stanley expectations)
- focus on the 3R's of King's Stanley when establishing these boundaries in conversation with children
- remind children that their actions impact on others and that they have a **responsibility** to safeguard others' rights (see consequences)
- seek **resilience** both in resolution and learning when dealing with incidents
- adults will be **responsible** for their actions and words in order to help and give children time and space to resolve the situation
- **respectfully** keep in mind that children benefit from a clear structure (containment) within which to learn
- **responsibly** use sanctions only as a form of appropriate, proportionate and positive intervention
- **respectfully** keep in mind that sanctions must be applied compassionately and in a fair and consistent way
- **responsibly** keep records on CPoms of behaviour incidents, use reflective discussion sheets (THINK SHEETS) and store these for reference.

Our school provides an environment in which pupils are encouraged to:

- Show self-discipline and self-control.
 - Develop strong self-esteem.
 - Take ownership and accountability for their behaviour.
 - Have the right to learn.
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- Be independent
- Co-operate in learning.
- Be honest.
- Recognise, share and celebrate their own achievements and those of others.
- Be confident to talk to an adult about any concerns.

Key Staff Members

This policy aims to ensure all staff take responsibility to promote positive relationships, however key members of staff also have specific roles to play:

- Mental Health Lead
- Pastoral Assistant head
- PSHE Lead
- SENCO
- Senior Leadership Team

Teaching About Relational Health

The skills, knowledge and understanding our pupils need to develop are included as part of our PSHE (wellbeing) curriculum as well as daily reminders of expected behaviours (with direct teaching of these behaviours). We also use Thrive as a whole school approach. We can plan and deliver individual; group and whole class Thrive sessions.

King's Stanley Expectations:

The following expectations and systems are used to ensure consistency across the school, underpinned by the 3Rs of King's Stanley:

- King's Stanley indoor values, playground 3 Rs.
 - Give me 5 for collective worship or gather the children's attention in class
 - Hand up to gain an adult's attention rather than wandering around the classroom, or lining up after work had been completed (children to have access to reading books or challenges)
 - Show respect and good manners to all e.g. please and thank you, sorry, excuse me, pardon, polite greetings, use of names, respond to greetings, etc.
 - Be punctual at the beginning of the school day and for each lesson
 - Enter classrooms quietly and without fuss e.g. stopping for a drink (having a drink/toilet in a timeframe)
 - Have the correct equipment ready and look after it e.g. uniform, PE kit, etc
 - Tidy up carefully and leave classrooms ready for further use
 - Only bring essential equipment to school
 - Ensure books are neat and tidy e.g. single line to cross out mistakes, clean covers
 - Follow the 'Team Stop' signal, EG, a raised hand/call and response/bell/give me 5 – classroom dependent
 - Line up in class order
 - Work hard and to the best of ability, demonstrating independence and a positive work attitude
 - Follow the instructions of a King's Stanley adult
 - Treat each other with friendship, kindness, care and consideration
 - Use the toilet at break and lunch times to avoid missing learning, where possible
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- Treat school property with respect
- We keep everyone safe by gentle words and bodies (feet and hands)

Steps to Success

When behaviours impact on others learning and safety children, in classrooms and on the playground –

- First instruction – move away from behaviour (EG off the carpet, or off the grass) to a separate area of classroom or playground. After short reflection chat with child, they are brought back onto the carpet or playground (3R's displayed around school and playground)
- On repeat of the behaviour, a second instruction is given – children has timeout in the classroom or on the playground, After short reflection chat with child, they are brought back onto the carpet or playground (3R's displayed around school and playground)
- On third repeat of the behaviour, child will be taken to a member of SLT.

If behaviours risk others safety or that of the child, children will be taken directly to the headteacher.

Strategies that can promote regulated behaviours -

The following strategies will be used as a continuum, matched to the 'level' of the incident:

- Staff to consistently use 3Rs when addressing behaviours, staff to ensure all pupils understand the meaning of the 3Rs.
- Eye contact, verbal reminder,
- Positive reinforcement of 'expected' behaviour
- Tactically ignore the behaviour
- Using 'I wonder', 'I'm imagining', 'I'm noticing' to support the child to label the behaviour
- Use 'give me 5' to refocus where necessary
- Use steps to success for repeat behaviours
- Take 'time out' or 'time in' to co-regulate using strategies previously taught
- Ask an alternative adult to temporarily support the child if the relationship is ruptured, finding time later to 'restore' the relationship
- Discuss difficulties with parents to develop a plan to support the child
- There is zero tolerance to invasion of a persons protected characteristics, comments will not be passed off as banter, just having a laugh et, in line with guidance from KCSiE September 2022. Details will be recorded on CPoms and discussed with Headteacher

We will not use consequences such as ridicule, sarcasm or remarks likely to undermine a child's self-confidence, public or private humiliation (EG not putting names on boards). No consequence will result in leaving a child in an unsupervised situation. Consequences will not result in denying a child access to a particular part of the curriculum (including Thrive sessions). When an incident occurs, we understand that this will cause a rupture in relationships and we seek to repair this rupture. We describe this as 'distressed behaviour' rather than 'challenging behaviour' because we understand that the behaviour is communicating a level of need within the child/young person.

Where consequences do not have the expected impact, we will seek further support from internal staff e.g. Pastoral Support, SENCO, etc. and relevant external agencies e.g. Advisory Teaching Service, Educational Psychologist, etc.

Emergency Situations

Staff should only use physical intervention as a last resort when a child's or an adult's safety is threatened or the child in question is likely to cause significant damage to school property. It should never be used punitively (see Physical Intervention Policy and Safeguarding Policy).

Partnership with Parents/Carers

We work as a team to support the children as they grow and develop socially and emotionally. We actively promote a partnership with parents/carers and other agencies, where appropriate.

Parents will be contacted when there is:

- More serious physical contact/injury to another person.
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling.
- Continued disrespectful behaviours, verbal or physical towards, a member of staff
- Racism (in line with local authority guidelines)
- Serious intentional vandalism
- Bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- Any other serious incident that causes upset or distress to others as deemed appropriate by the headteacher.
- Any behaviour that goes against the protective characteristics of another person.

Staff Induction, Development and Support

Dealing with a child demonstrating distressed behaviour can be upsetting. We encourage staff to recognise that it is natural to feel upset and/or hurt. If staff feel that they are getting angry when dealing with an incident, they withdraw, give themselves space and time, and seek support during and afterwards. Managing distressed behaviour when feeling angry can escalate the situation. We avoid arguments and negotiations once a consequence is given but continue to give clear choices about further conduct.

Exclusions

Internal exclusions

When a child repeatedly disrupts the learning and teaching in their classroom, having been given warnings and consequences, they may be given an internal suspension. This is where the child will be removed to another member of staff or the head teacher, away from their peers, and work for a fixed period of time. This could include missing break or lunchtime play, or any special activity that their class teacher may have arranged.

Suspensions and permanent exclusions

At King's Stanley Church of England Primary School, we believe that teachers have the right to teach and that children have the right to learn. If a child seriously breaches the behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others, the head teacher may take the decision to put in place a suspension for a fixed period. If this decision is taken, work may be set for the pupil to complete at home. Following suspension, if appropriate, an individual Behaviour Management Plan or a Pastoral Support Plan (PSP) may be drawn up for the pupil. For cases of continued serious, unacceptable misbehaviour, consideration

will be given to starting the process of permanent exclusion. Further DCFS guidance on fixed and permanent exclusion can be found on www.teachernet.gov.uk.

Relating documents –

- Special educational needs policy
 - Antibullying Policy
 - Child Protection
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GIVE ME FIVE



Respect

Resilience

Responsibility
