

Relationships Policy (former Behaviour Policy)

Wheelwright Lane Primary School



Learning For Life

At Wheelwright Lane, we recognise that most children learn to self-regulate their emotions and behave in a safe manner without requiring additional support. We strive to encourage these children while supporting those who may struggle to regulate their emotions to manage their behaviour positively.

Relationships at Wheelwright Lane School are based on an atmosphere of trust and respect for everyone. Children are encouraged to develop good relationships with their peers and all staff and to take responsibility for their own behaviour. All staff provide very good role models for children and work hard to promote a safe, happy and friendly environment.

'Be kind, Be safe, Be fair'

Aim and Expectation

At WWL School our Relationship Policy is important in promoting children's and adults' health and wellbeing. We believe that children need to learn about feelings and behaviour and how we can all manage this effectively. We regard behaviour management as a lifelong skill. We strive to develop positive behaviour for learning as an integral part of the whole curriculum. Our values (see website) <https://www.wheelwrightlane.warwickshire.sch.uk/> are at the heart of everything that happens at our school and are a key part of our behaviour support and management. They inform and support how we always respond to others. We want to enable all pupils to learn effectively and make good progress. To do this, we need to secure high standards of behaviour which are clear and understood by pupils, staff, parents and members of the school community. We want to ensure every member of the school community feels valued, respected and safe. We believe that teaching and learning can only take place effectively when the support for behaviour is clear, fair and consistent.

2 minutes of inconsistency can undo 2 weeks of consistency.

Pupils' voice:

The children have an active School Council, where two children from each class (KS1/2) are elected to represent the views of the class.

Our children would like a school that is quiet, calm and relaxed, where everybody behaves in a kind, polite and patient manner. All year groups regard good listening and clear communication as key to understanding others and developing better relationships. Most children highlighted the significance of respect, honesty and the feeling of belonging as solid foundations to build trust, openness and ultimately the feeling of safety for all. The older children also felt guidance regarding the finer nuances of relationships was needed, for example misplaced loyalty. All the children were keen for clear rules and for taking responsibility for their actions; they had many ideas how this could be achieved:

- Classroom Rules
- Playground Rules
- Buddy Benches
- Time out areas around school
- Playground monitors and litter pickers
- Rewards for developing learning behaviours

Staff voice:

The staff would like a school that is calm and where everyone feels safe and well cared for. We want a shared understanding of our aims and to work together in a consistent way. We want to utilise our extensive SEMH training to further develop the school's caring, nurturing ethos. Through our training, we understand that all behaviour is a form of communication. We realise that sometimes this can be different for every child and so we may need to address each individual case differently. We believe our learning behaviours are intrinsic when working together to solve problems and reflect on our relationships. All emotions should be recognised and everyone has a right to be heard. We lead by example, showing good manners and by being respectful and thoughtful to others.

The curriculum and behaviour:

Expected learning behaviours are a permeating theme throughout the curriculum:

- We are consistent in our approach to behaviour and how we teach it, our expectations and how we respond to our pupils.
- As curriculum, context and age change, we teach, reteach and recall behaviour expectations - the behaviours we expect in different places in our school and in different lessons. We support our children in learning about behaviour across the curriculum.
- We endeavour to give the children the necessary vocabulary to discuss their feelings and behaviour - 'Name it, Tame it'.
- Class teachers plan differentiated work and consider how the style of learning supports good behaviour.
- Our SEMH training has a strong focus on children's health and wellbeing as well as the relationships they will make at school and in the wider world. We emphasise emotions, how we recognise and manage these and how we are all responsible for our behaviours and actions.
- Some topics will be explicitly taught through a P.S.H.E scheme, RSHE program, and effective learning behaviours and through emotion coaching. We will also seek opportunities to teach Social Emotional Learning skills when they arise.
- Staff will plan for opportunities to further enhance PSHE through a range of curriculum based activities during Enrichment Afternoon
- Due to COVID this Enrichment Afternoon will be bubble based rather than across phases. The children will also participate in a daily walk to allow time for informal chats with their peers and staff.

Expectations

We believe our expectations of day-to-day behaviour in school help to support relationships. We are consistent in our expectations and our responses to the children. The children need to be clear on how we behave at Wheelwright Lane

- We involve the children in deciding our expectations. Each school year starts with an age-appropriate lesson sharing the neuroscience that underpins behaviour throughout the year.
- Age-appropriate class rules will be decided and agreed by the children and staff.
- The school values will be a driving force for our expectations.
- The expectations will be the same throughout the school and will be shared, understood and enforced by all members of the community.
- Our expectations will be a simple mantra: 'Be kind, Be safe, Be fair', pursued relentlessly, which is workable and memorable for all.

Keeping everyone safe will be of paramount importance at this time. The children will be given daily reminders of appropriate Covid aware behaviour.

How adults in school support and respond to behaviour

- We are consistent.
- All staff will greet the children with a positive message in the morning and at the end of the day, showing they *'keep the child in mind'*.
- All staff will expect the children to move around the school in a safe manner.
- All staff will support and monitor this using positive reinforcement e.g. *fantastic walking*.
- All staff will promote a positive message and praise appropriate behaviour verbally and through stickers and house points.

At Wheelwright Lane we promote the behaviour we want and reinforce it enthusiastically.

Rewards and Celebrations

- Celebration Assemblies take place weekly for KS1/2 and monthly for EYFS. The children are awarded a certificate for displaying one of our Effective Learning Behaviours.

Independent, Motivated, Active, Brave, Collaborative, Curious, Determined, Communicators

- The children's certificates and work will be displayed at the front of the hall for all to see.
- Each class will have an ongoing Effective Learning Behaviour display to reinforce expected behaviours. This will be adjusted to be age-appropriate in both look and vocabulary used.
- Every child will be celebrated in a celebration assembly at least once a year for their Effective Learning Behaviours.
- Daily rewards will be simple and accessible using stickers and gaining team points for their respective houses.
- All staff can give stickers and team points across the school.

- All rewards will be given with a comment as to why they are being given, reinforcing the behaviour and attitudes demonstrated.
- Stamps and stickers may be used on work as a motivator when appropriate to the situation and child. A visit to the head teacher as a reward may also be used.

Due to COVID rewards to be reviewed with the school council once all children are back in school.

Responding to children in distress who may express this in behaviour that challenges

At Wheelwright Lane, we believe persistent low-level behaviour to be detrimental to children and adults alike and will be treated as a part of behaviour that challenges.

The children in our school agreed they wanted the adults to respond firmly and fairly when there is an incident and remind children what to do. They wanted the adults to help by suggesting ways we can be calm and to share choices with them and their parents. They want the adults to be:

- Adults will respond calmly with controlled emotion, making it apparent to the child when a behaviour is not the expected agreed one (to avoid giving attention to behaviours we are not seeking).
- Remind children of the agreed expectations.
- Remind them of when they have showed this behaviour.
- Give them a choice and state a consequence appropriate to the child/age/action.
- If the situation escalates, the child or others in the area may have to be removed to keep everyone safe. Adults will use TEAM TEACH if necessary.
- The adult will seek support of another adult if necessary but will aim to resolve the situation with the child themselves.
- If a child needs to discuss their behaviour with another member of staff (in case of a serious incident), they will be taken by an adult who can explain the circumstances.
- Positive intervention plans will be in place for children who may need to be helped to a safe place- see Appendix 3.
- Staff will ask children to stay with an adult and miss some playtime or/ as well as lunchtime play - according to the severity of the incident.
- Behaviour at lunchtime will be dealt with by the lunchtime supervisors according to age and severity of the incident:
 - Consequences could involve holding hands / staying by the side of an adult on the playground and a discussion about agreed expectations.
 - Time out in an appropriate place and a discussion about agreed expectations before re-joining the rest of the children.
- Children will be encouraged to accept the decisions made by the MDS and draw a line under the incident when returning to class.

- In the case of serious incidents and repeated behaviours, the member of staff may need the support of a senior member of staff. The restoration process may involve both adults to ensure respect for all members of staff.
- Once a senior member of staff is involved, the incident will be logged in a behaviour book and the child will be supported by the member of staff to complete behaviour restoration form. This will be done when the child is calm and ideally not during lesson time - see Appendix 4.

Consequence and Restoration

We aim to give children a consequence as soon as possible after they have a chance to make the right choice. Where possible, it will be discretely applied for the individual and appropriate to the child/age/action. We help children to learn that behaviour has consequences and that inappropriate choices do not cancel good ones. With this in mind, we do not remove children from treats they have already earned, curriculum activities, or enrichment afternoon. Children will be supported to complete any consequence of their behaviour as appropriate with a member of staff they have a pre-existing relationship with. The appropriate staff will decide a consequence appropriate to the child. This will be based on a good relationship and an understanding of the child, using appropriate language based on age and understanding.

Restoration

It is important that this happens with an appropriate adult.

Low level - adults with a good relationship will address this - usually the class teacher or teaching assistant.

Persistent - shared with parents to build relationships and avoid misconceptions and with other staff if appropriate.

High Level - shared with others to use school expertise, inform parents and involve Headteacher.

Emotion coaching

We use emotion coaching to support children to understand, regulate, and reflect on their behaviour. We encourage our parents to use this approach too. To help children learn how their feelings relate to an emotion, children are encouraged to reflect on which 'Zone of Regulation' they are in (Appendix 5). Emotion coaching teaches children about the world of emotions 'in the moment' and uses unsafe behaviour as an opportunity for reflection and learning. We use the five steps of Emotion Coaching as a guide for these conversations.

Steps of emotion coaching:

1. **Be aware of the child's emotions**
2. **Recognise emotion as an opportunity for connection or teaching**
3. **Help the child label their emotions**
4. **Communicate empathy and understanding**
5. **Set limits and problem solve**

Restorative conversations

As part of step 5 of the emotion coaching process, restorative conversations will be used to solve problems. These conversations will only be successful when children are calm and ready to talk.

Traditional	Restorative
<i>What did you do?</i>	<i>What do you think has happened?</i>
<i>Who's to blame?</i>	<i>Who's been harmed and in what way?</i>
<i>How should we punish them?</i>	<i>What needs to happen in order to put things right and ensure that this does not happen again?</i>

When using restorative questioning, the following questions may be used and will always be asked in a quiet and appropriate area of the learning space by the relevant adult.

Questions will be first asked to the person who has been harmed and then to the harmer.

- *Tell me what you think happened.*
- *How did you feel? How do you feel now?*
- *I'm wondering if you're feeling... ?*
- *What were you thinking? And now?*
- *Who else has been affected and how?*
- *What could you do now to help fix this?*

Tools learned from emotion coaching such as, comic strips, social stories or behaviour restoration form will be used if deemed necessary. These are to be logged in the behaviour book kept in the Head teacher's office and to be referred to in a positive manner.

If incidents are serious, sustained, or reoccur, a restorative conference will take place with all the appropriate affected people. Any consequences are linked directly to the incident and will be agreed between all participants involved.

Feedback to parents will be given when a child has been harmed. Staff use their professional judgement as to whether the parent of the harmer should be informed of the incident. It is made clear to the parent that the situation has been dealt with in a restorative manner.

Consequences

At Wheelwright Lane, we teach pupils about the consequences of their actions - both positive and negative. We believe that pupils need to understand the possible effects of their actions for themselves and others and work with them to help 'put things right' as part of step 5 in the Emotion Coaching process. Instead of focusing on who is to blame, we focus on what can be done to repair the situation and move forward.

We do not use punishments or sanctions where the goal is to bring shame, guilt or impose authority or harm as this can be damaging. Instead, we focus on natural and logical consequences which involve pupils. This forms part of the final step in the emotion coaching process.

Natural consequences are those which happen automatically without anyone taking action. Natural consequences enable children to make mistakes, learn for themselves and promote choice and self-control. For example, if you break something, you will no longer be able to use it.

Logical consequences may be used where adult intervention is necessary. Any consequences that are initiated by an adult are explained in a non-threatening manner and are linked directly to the incident. Adults have private conversations with pupils about what can be done to put things right and take suggestions from the child about what will happen next. These conversations will only happen once a child is calm and able to rationalise, which may not be immediately after the incident. In certain circumstances this may mean spending time with a member of SLT in the Headteacher's office to reflect on what has happened and to complete a behaviour restoration form.

Serious acts of misbehaviour

These include kicking, punching, pinching, persistent teasing, persistent name calling, making racist/sexist/gender remarks or using unacceptable language, spitting and inappropriate throwing.

- Members of staff, the Headteacher and parents are informed as appropriate. This may include an immediate phone call to parents.
- Serious incidents are recorded in the Behaviour Log book which is kept in the Headteacher's office and can be completed by members of the SLT.
- Extreme acts of behaviour will be dealt with on an individual basis.
- A meeting with the parent will be necessary.
- The school will not tolerate any form of bullying. See Anti- Bullying policy.

TEAM TEACH - safe handling

Teaching staff will intervene physically to restrain children to prevent injury to another child, member of staff or if a child is in danger of hurting themselves or equipment. All staff have been trained with 'Team Teach' methods for handling and moving children. Handling plans will be in place for those children who need one and agreed by staff and parents.

The actions we take are in line with Government and Warwickshire guidelines on the restraint of children.

<https://www.safeguardingwarwickshire.co.uk>

All acts of physical restraint are recorded in the school's Team Teach Log Book as part of the guidance.

Exclusions

In our school, it is rare that school support will not have a positive effect on pupil behaviour and emotional regulation. However, the school does, and will, exclude pupils for persistent abusive or violent behaviour and escalating disruptive low-level behaviour if

necessary. It is our ethos that we will make every provision for a child to achieve socially and emotionally but if, in spite of this, behaviours are unsafe, violent or prevent the education and safety others, fixed term or permanent exclusions may be applied. We follow the DfE guidance on this and report any exclusions to the local authority. The governing body will monitor the rate of exclusions and ensure the Exclusion Policy is administered fairly and consistently.

The Role of Parents:

- To try using the same restorative processes as we do at school.
- Always be consistent and follow through what you say with definite actions.
- At school we work on the principle that children feel secure with clear boundaries.
- Communicate with school if there are any issues at home which may affect children's behaviour in school.
- To support the actions of the school when dealing with behaviour and sanctions.
- To engage in a supportive dialogue between home and school.
- To model respectful behaviour when interacting with others, including adults and children.

If parents have concerns about the way their child has been treated, they should initially ask to speak to the class teacher. If the concern remains, they should ask to speak to the Headteacher. If they do not feel the matter has been dealt with, they will need to contact the school Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented through the Complaints Policy.

Impact Monitoring

- Staff meetings have consistency as an item on the weekly agenda to monitor any new behaviour support, we have implemented.
- Report progress back to all stakeholders.
- Any further actions? Adjust and improve any strategies that are not making a positive impact.

Equal Opportunities, SEND, Differentiation and More Able Pupils

Many of our children work in small groups or one-to-one with teachers and teaching assistants who provide high quality and well-informed support. We make sensitive adjustments for all children, but may need additional advice and support. The class teacher will liaise with external agencies, as necessary to support and guide the progress of each child. This will be carried out in consultation with the school SENCO. Children have One Page Profile plans which include the child's and parent's voice which identifies unique behaviours that in-turn signify observable tension, recovery behaviours, signs of anxiety and signs the child is ready to respond and communicate. Alongside each of these, are individualised suggestions for positive handling responses.

We work hard to meet the needs of those pupils who are not emotionally at age expectancy. We work with a variety of outside agencies to support both the child and staff to develop

strategies to support day to day behaviour in school. We also strive to meet the needs of those pupils with SEND, those with disabilities, those with special gifts and talents and those learning English as an additional language, and we take all reasonable steps to achieve this.

For further details see separate policies: Special Educational Needs and Disability; Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL)

Other things we do as a school

- Included in this policy is our anti-bullying policy statement. (**Appendix 1**)
- We liaise very closely with outside agencies such as the integrated disability team, Specialist Teacher Service, Educational Psychologists and the school nurse.
- We have a clear home school agreement. (**Appendix 2**).
- The school council comment in meetings with staff about their views and opinions on all aspects of school life and are able to make suggestions for improvements.

*When children are out on school visits, the same standards of behaviour as in school are expected. Children who will not comply with an adult's instruction or who act in a way that is likely to cause harm or danger of harm to others will:

- Be collected by a member of the school's senior leadership team (where this is practicable) and returned to school.
- Be collected by a parent (or nominee of the parent) and returned to school.
- Run the risk of being excluded from future visits unless accompanied by a parent.

Linked Documents

SEND Policy

Equal Opportunities Policy

Safeguarding Policy

Home Learning

Acceptable Use Policy

Continuity of Learning Policy

- The policy is available to read on our website.

This policy has been reviewed by all staff on May 2022

This policy has been approved by the Governing body on May 2022

This policy will be reviewed annually and updated as necessary.

Appendix 1

Anti Bullying Policy Statement

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

Bullying is the *continued* use of aggression or intimidating behaviour with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet, such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology, i.e. camera & video facilities

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Our School has a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.

- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Procedures

1. Report bullying incidents to staff
2. In cases of serious bullying, the incidents will be recorded by staff
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour

Appendix 2

WHEELWRIGHT LANE PRIMARY SCHOOL HOME/SCHOOL AGREEMENT

The Parents/Carers

We shall

- See that our child attends school regularly, on time (8.45am for 8.55am registration) and properly equipped
- Telephone the school on the first morning before 11am to give a reason why our child is absent
- Ensure our children are dressed in school uniform, including sensible footwear (no trainers) and do not contravene school guidelines on jewellery and extreme hair styles.
- Make the school aware of any concerns or problems that might affect our child's work or behaviour
- Support the school's policies and guidelines for behaviour and anti-bullying and the school ethos of "no hitting back"
- Support our child in homework and sign their homework book.
- Attend parents' evening and discussions about our child's progress
- Not take our child out of school in term time for family holidays except in exceptional circumstances
- Support any special needs requirements
- Support the provision of a broad and balanced curriculum, including educational visits to museums, art galleries, sports venues and places of worship

Signed _____ (Parent/Carer)

Wheelwright Lane Primary School

The school will

- Care for your child's safety and happiness
- Support your child in achieving their full potential as a valued member of the school community
- Provide a balanced curriculum and high quality teaching to meet the individual needs of your child
- Provide a variety of rich experiences to enhance the curriculum and the social and emotional development of your child.
- Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility
- Keep you informed about general school matters and about your child's progress in particular
- Be open and welcoming at all times and offer opportunities for you to become involved in the daily life of the school
- Encourage your child to take care of their surroundings
- Welcome your suggestions for improvement
- Encourage your child to lead a healthy lifestyle

Signed _____ (Teacher)

The Pupil

I shall

- Attend school regularly and on time
- Bring all the equipment I need every day
- Wear the school uniform and be tidy in appearance
- Do all my classwork and homework as well as I can
- Be polite, helpful and kind to others
- Look after the school and keep it free from litter

Signed _____ (Pupil)

Appendix 3

Positive Intervention Plan - based on stages of a crisis (Team Teach workbook)

This plan is intended to support everyone in returning to a calm stage as effectively as possible.

Pupil _____

	Signs of agitation for this pupil		Staff interventions which work for this pupil
0	ALL CALM Pupil on task and behaving appropriately	0	
1	Low level behaviours which signify observable tension/anxiety	1	Supportive responses
2	Medium level behaviours	2	Limit setting responses
3	High level behaviours	3	High level responses JUDGEMENT re use of Physical Intervention

4	Recovery behaviours	4	Recovery responses
5	Depression After serious incident people can become depressed, may not want to interact	5	Depression supportive handling responses
6	Pupil ready to respond and communicate - Positive Debrief	6	Follow up

Agreed by

Pupil _____

Parent/Carer _____

School staff _____

Support/agency staff _____

Date _____ To be reviewed on _____

