



## **Relationships and Behaviour Policy**

### **Learning and Living in Harmony**

At Wick and Marcross Church in Wales Primary School our ethos of building excellent relationships with our pupils and families is a key element of our highly effective practice across the school. We ensure that everyone is welcome at Wick and there is a strong emphasis on belonging. This is also true of the relationships that staff develop with their colleagues both within school and beyond school.

### **Walking in Jesus' Footsteps: We Learn, We Play, We Care, We Pray**

At Wick and Marcross Church in Wales Primary School all staff are aware that to achieve our vision we must have a strong nurturing ethos across the school. We are committed to ensure that our practices in school are research informed and focused on nurture. All staff regularly engage in training and discussions around key principles such as attachment awareness, the impact of Adverse Childhood Experiences on pupils and we understand that the behaviour of both pupils and adults is a form of communication.

All staff are aware of the expectation that they are positive role models to both pupils and other adults within school and the wider community.

### **KEY PRINCIPLES:**

- Equity
- All behaviour is communication
- Expected behaviour must be taught
- Relationships are key
- Clear routine and structure in place to create safe, nurturing classrooms

### **Equity**

All adults show a commitment to 'equity' in their work. It is essential that all staff understand that being 'fair' is about everyone getting what they need, not everyone getting the same. Staff are aware of Maslow's Hierarchy and understand that there are basic needs of pupils that need to be met before they are ready to learn. We work within school and with families to ensure that the basic needs of all pupils are met through engagement with a variety of external partners where appropriate.

### **All behaviour is communication**

At Wick all adults understand that behaviour is a form of communication. We understand that every interaction can be an intervention, both positive and negative.

Taking a non-judgemental, curious and empathetic attitude towards all behaviour is key to developing an understanding of why pupils behave in the way they do.

Staff at Wick understand that not all behaviour is a matter of choice. Children are not always in control of their behaviour. 'Choices' are used to support pupils to make decisions about their behaviour, however, we understand that this is not always appropriate e.g. when pupils are in crisis

### **Expected behaviour must be taught**

All staff must be clear about the behaviour that they expect from the pupils. Clear expectations and regular reminders focused on highlighting positive role models, is a key element of the whole school approach to securing excellent standards of behaviour from all pupils.

When a pupil's behaviour does not meet an adult's expectations the adult must respond to this through an approach that seeks to understand why the child is displaying this behaviour.

***"Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences."***

**Dr Dan J Siegel**

Behaviour that does not meet the expected standards always needs to be addressed responding in a way that will achieve the best outcome for the child in terms of future behaviour.

### **Relationships are key**

Teaching the importance of and strategies to develop effective relationships and excellent behaviour is part of our key principles at Wick.

The underlying principle of achieving high standards of pupil behaviour at Wick and Marcross Church in Wales Primary School is based on the shared understanding that the development of effective relationships is key to achieving the best standards of behaviour of all pupils. This is based on a range of evidence including the work of Dr James Comer,

***"No significant learning can occur without a significant relationship."***

**James Comer**

This thinking underpins our ethos at Wick, and developing strong relationships with all pupils is at the heart of our work. Every child will be supported to learn effectively through the development of strong relationships with adults in school. We work with Rita Pierson's words in mind,

***"Every child deserves a champion, an adult that will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be."***

**Rita Pierson**

### **Understanding Emotions**

All adults will work to highlight the strengths of individual pupils and will work consistently to teach children the importance of expressing emotions and talking through issues to enable them to understand their emotions and any triggers/calming strategies that work for them.

### **Routine and Structure**

Alongside developing strong relationships with pupils, teachers will establish a calm and ordered classroom environment where the rights of every child are respected and they are given the opportunity to achieve their best every day. This thinking is underpinned by the assertive discipline approaches.

***"As a teacher, you want the optimal classroom environment in which you can teach and your students can learn. To create this environment you must increase your ability to influence your students to behave, in spite of the problems students bring with them to school".***

**Lee Canter.**

Assertive discipline is the underwritten policy in governing behaviour in Wick. Assertive teachers communicate their influences by sending a very clear message to their pupils. They encourage our children to take responsibility for their own behaviour. It provides an opportunity for children to change their behaviour if they choose to do so, however, staff understand that for some children their behaviour is not a choice. Assertive discipline assumes a partnership between staff, pupils and parents in the management of behaviour.

Maintaining clear boundaries and expectations for all pupils is central to ensuring high standards of behaviour throughout the school. Routine and structure is a key element of pupils feeling safe and secure. Practice across the school must be high in both nurture and structure. This includes all staff having predictable routines, expectations and responses to behaviour. Natural rewards and consequences that can follow certain behaviours should be made explicit without the need to follow enforced sanctions.

## **OBJECTIVES**

- To create a positive classroom climate for teachers and pupils.
- To create a positive consistent approach that establishes consistent boundaries and expectations throughout the school.
- To empower an approach which teaches good behaviour and establishes positive relationships with pupils.
- To encourage pupils to display high standards of behaviour at all times.
- To increase pupils' self-esteem.

The **Governing Body** has the responsibility for setting the policy. They delegate responsibility for ensuring the policy is followed and that the school complies with equalities legislation to the headteacher.

**All staff** are expected to follow the policy at all times creating a calm, positive ethos where all pupils have the best opportunities to thrive both academically and socially. All staff have a responsibility to:

- Be a positive role model to all;
- Adopt a non-judgemental, curious and holistic stance when trying to make sense of behaviour;
- Ensure restorative opportunities are sought after any instances of challenging behaviour;
- Deal appropriately and consistently with any unacceptable behaviour;
- To apply all rewards and sanctions fairly and consistently;
- Provide well planned, exciting and engaging lessons which will contribute to maintaining good discipline;
- Report and deal with all incidents of discrimination;
- Report any concerns they have on any aspect of the school community

**Families** are encouraged to engage with the school to help them to understand aims of the school in developing strong and effective development of relationships and behaviour procedures. It is essential that families share appropriate information with the school that could impact on their child's behaviour in school. Where the school wishes to explore reasons for behaviour further, they will contact the families to engage in work around life experiences to date.

### **Here at Wick**

At Wick our three simple rules underpin the values and ethos of the school.

- Respect our school and the people here.
- Hands, feet and unkind words to ourselves.
- Smart and silent.

**In creating effective conditions for learning**, the staff at Wick aim to reinforce the relationship and behaviour policy by:

- Establishing clear assertive classroom practice that is high in nurture and structure/routines.
- Use the agreed school rules, reminding the pupils of these regularly and how they relate to what they are being asked to do.
- Teaching pupils to consistently follow rules and directions throughout the school day and year, focusing on what is needed at any particular time.
- Using Restorative Approaches to understand and find a resolution to behaviour issues that have occurred, keeping in mind that every interaction is an intervention
- Asking for assistance from colleagues, parents and other agencies when support is needed.

## **Rewards**

- Meaningful/genuine praise from the adults in school.
- Positive noticing

Note - it is not appropriate to 'reward' children with external rewards.

## **Strategies**

Clear expectations given to all pupils including:

- Provide a safe environment for learning
- Show visible kindness and visible consistency
- A fresh start every day
- Notice the unnoticed
- Ramp Up recognition
- Praise in Public and Reprimand in Private
- Positive reminders
- Positive reminders for those around the child
- Adult to move to closer proximity of the child with a positive reminder given
- Warning given
- Miss 2 minutes - restorative conversation - adult to be present with the child to discuss how to 'fix' this behaviour, even if that is the next day. Usually this will be on an individual basis. These are given discreetly and not publicly.
- Thanking the child when they do what you have asked. Adults to ignore any secondary behaviours that occur and address later.

## **One Page Profiles**

Individual one page profiles will detail any specific strategies to support children who may require additional provisions. The key features of any individual one page profiles will be pulled together into a class placement for ease of reference for all staff involved with the child.

## **Shared Language**

When supporting pupils to understand their behaviour non-judgemental language is used such as

Do you need a hand...? (adult to adult)

I wonder

I'm here

## **Restorative Justice**

When an incident has occurred staff should always consider using the restorative justice approach to follow up an incident. Research suggests that the use of restorative approaches make a difference in reducing offending behaviour and also helps victims to move forward.

Staff should stick to the script and avoid asking any other questions when running a restorative conversation.

The 'wrongdoer' (where it is clear who is the wrongdoer)

- What happened?
- What were you thinking/how did you feel? (and what thoughts/feelings do you have about what happened now?)
- Who do you think has been affected by what happened?

The 'person harmed' is asked the same questions, plus:

- What do you need so you can move on from this?
- What needs to happen so that you can move on?

With younger children focusing on who was affected and how they can fix what has happened should be the focus. Further questions can be added as appropriate for the age of the children.

It may be appropriate for the 'wrongdoer' to offer an apology to the victim. At Wick staff will discuss options to 'fix' what has happened and will discuss why apologies are made and what this means. It is accepted that the apology must come from the pupil understanding the impact of their actions. For younger children this will be suggested as an option to 'fix' what has happened but the adult will be clear about why apologies are made.

Restorative conversations will take place when a pupil is calm. All adults understand the importance of following up at an appropriate time. This should be as soon as the child is ready but in some cases may be the following day.

### **Recording Behaviour Incidents**

**My Concern** - Teachers will record on My Concern the following behavioural information: incidents around racism or protected characteristics, bullying, fighting, vandalism and exclusion. Exclusion will be reported to the Local Authority and will be recorded on the child's record on SIMS.

### **Exclusion**

It is understood by staff and governors at Wick and Marcross Church in Wales Primary that excluding a pupil from school should only happen as a last resort. The headteacher will exclude pupils from the school if their actions threaten the health and well-being of others or if they continue to ignore the procedures, strategies and expectations that are considered acceptable to appropriate behaviour. Governing body to be informed about any exclusion undertaken by the head teacher.

Following any period of exclusion a reintegration meeting will be planned with a focus on rebuilding relations using restorative approaches.

## **'Top Tips' for implementing an Attachment Aware Approach**

Recognise behaviour as a form of communication

Consider what might be underpinning a pupils behaviour. Don't immediately seek within-child explanations - e.g. labels such as ADHD, ASD. Consider the pupil holistically/ in context. Their behaviour might be a very normal response to adverse life experiences.

Promote a positive approach

- Spot pupil behaving well/ doing the right thing.
- Offer specific and descriptive praise (or for those pupils who find it difficult to accept praise, offer discrete non-verbal feedback).
- Avoid global statements such as "good boy".

Differentiate expectations

- How long should you expect a pupil who is hypervigilant to sit still during carpet time or worship?
- What might be realistic expectations (in terms of approach to a task) for a pupil who is terrified of failure? Remember that work-avoidant behaviour can be linked to a fear of taking risks/feelings of vulnerability – even the risk of asking for help.
- Model and explicitly teach what is needed for 'readiness to learn', including promoting a growth mindset approach.
- Set up the expectations accordingly, so that pupil isn't set up to fail.

Differentiate response

- Some pupils perceive/experience public verbal reminders/prompts around expected behaviour very shaming.
- Consider non-verbal cues/gestures (agreed with the pupil, which can also powerfully remind them that you are holding them in mind).
- Always ensure that any disapproval expressed is of the behaviour and not the person (i.e. maintain a sense of unconditional positive regard).

Relationships first!

'Engage, don't Enrage'

'Connection before Correction'

'The 3 Rs: Regulate, Relate, Reason'

Remember empathy comes before limit-setting/problem-solving around the behaviour.

Use emotion coaching and attachment aware scripts

e.g. "I'm wondering if (you are shouting out "this is boring!" because) you feel scared about getting the answer wrong? I know what that feels like, it can be really scary to have a go at something, in case you might fail".

A whole school approach

All members of staff are responsible for supporting the behaviour of pupils across the school.

Attachment/ building relationships is everybody's business!

The success of a whole school attachment aware ethos relies on a consistent approach that is embedded across the school, through policy development, choice of language, non-verbal behaviours, and communication with families, as well as those outside of the school community. One or two 'key adults' working to support a pupil using attachment aware approaches is not enough. You need the whole school community to be signed up to an attachment aware approach.

Use agreed tools for recording, monitoring and sharing planned strategies/support/progress around behaviour so that they can be consistently implemented.

Examples:

Personal Education Plans (PEPs) for Children in Care and Previously in Care;

Positive Handling Plans (Risk Assessments) (PHPs);

Individual Development Plans (IDPs) / Individual Behaviour Plans (IBPs);

One Page Profiles. These should highlight strengths and areas of resilience - not just within child but also family/community factors. Include key triggers to avoid escalating situations (e.g. using a loud voice/ threatening body language/ publicly admonishing/ confronting). Pupils and their families need to be involved and central to this process. Consider who else might need to be involved in support – e.g. other key adults or agencies such as CAMHS or Social Care?

Small actions can make a big difference!

Even smiling at/greeting a pupil on their way into school can really add to their sense of belonging/ feeling liked, respected and valued.

Don't expect immediate results or returns!

A pupil might be very dismissive of you behaving in a kind/empathic manner towards them, but this doesn't mean that your actions weren't important, or valued! It may just mean they are not in a good place to be able to receive kindness and/or that they need lots more experiences of this positive approach/kind behaviour to even begin to internalise a positive sense of self.

Expect sabotage from some pupils and name it, where appropriate.

Dan Siegel's 'Name it to tame it'. For example, "Amy, I am wondering if you trashed the room because it feels like too much pressure on you to keep showing such good behaviour all morning, and maybe you are scared of disappointing me or yourself?"

Recognise that what you feel is a likely indication of how the pupil feels. If you feel helpless/stuck/frustrated/angry, this is often an important indication of how the pupil is feeling inside and what they are projecting out.

Be cautious around suggestions of a 'fresh start'

Often people start to look for fresh starts such as another school for a pupil when they feel stuck. Don't assume anyone else will be able to manage the behaviour any better/ feel less stuck! The problem just becomes someone else's to deal with! Always consider whether this is really best for the pupil. Often pupils who unconsciously push others away through their behaviour are the ones who have experienced the most rejection and are most successful at being repeatedly rejected/ excluded.

APPENDIX

STAFF TRAINING VIDEOS

TITLE	LINK	INFORMATION
Every Child Needs A Champion	<a href="https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?language=en">https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?language=en</a>	Rita Pierson Information referenced in Relationships and Behaviour Policy. Importance of positive relationships
Everyday Heroes	<a href="https://www.youtube.com/watch?v=5E-6eho11Es">https://www.youtube.com/watch?v=5E-6eho11Es</a>	Jaz Ampwar Farr Belonging and the importance of instilling a strong sense of belonging for pupils Impact of a significant adult
Impact of a significant adult	<a href="https://www.youtube.com/watch?v=omPdemwaNzQ">https://www.youtube.com/watch?v=omPdemwaNzQ</a>	Ian Wright Impact of a significant adult on life outcomes
ACES training	<a href="https://www.youtube.com/watch?v=YiMiTzCnbNQ">https://www.youtube.com/watch?v=YiMiTzCnbNQ</a>	
Wellbeing and Nurture	<a href="https://www.youtube.com/playlist?list=PL_1Wm8rqZThUKhSTUNw6SOD2sBaZUbavo">https://www.youtube.com/playlist?list=PL_1Wm8rqZThUKhSTUNw6SOD2sBaZUbavo</a>	Safety Belonging Efficacy Agency Love and Care
Dr Daniel Siegel presenting a hand model of the brain	<a href="https://www.youtube.com/watch?v=g_m9CIJ74Oxw">https://www.youtube.com/watch?v=g_m9CIJ74Oxw</a>	Understanding how the brain works
Dr Daniel Siegel: Name It to Tame It	<a href="https://www.youtube.com/watch?v=ZcDLzppD4Jc">https://www.youtube.com/watch?v=ZcDLzppD4Jc</a>	















