



## Relationship Management Policy (Behaviour in schools)

Dec 2022

Review Dec 2023

**Our relationship policy is not primarily concerned with rule enforcement. It is a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn.**

*At Park Junior Academy we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. Promoting an environment where everyone can live and work together in a supportive way enables all to reach their full potential, emotionally, socially and intellectually. Staff strive to set high expectations in line with school and Multi-Academy Trust standards, in line with legal and procedural guidelines set out by the DFE.*

*Our policy helps children grow in a safe and secure environment and supports them to become positive, responsible and increasingly independent members of our community. We teach pupils what good choices and actions look like, in order to continually communicate our high expectations. Some pupils will need additional support to meet these expectations and we*

*We have the following key expectations that allow everyone to work together in an effective and considerate way. We expect everyone in the school community to be **ready** to learn, **respect** others around them and be **safe**.*

- **Ready**
- **Respect**
- **Safe**

### **Key Aims**

- *To encourage students to develop positive mindsets for learning in recognition of its importance as a lifelong skill.*
- *To provide a safe, happy and friendly environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.*
- *To enable staff to support children with their actions/choices through providing children with strategies to manage their own emotional regulation.*
- *To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.*
- *To provide a clear, fair and consistent approach.*
- *To foster, nurture and value strong and healthy relationships.*
- *To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.*
- *To encourage children to become resilient and independent in problem solving including conflict resolution with their peers.*

### **School Systems and Social Norms**

*At Castleford Park Junior Academy, we have the following underpinning principles:*

- *Positive relationships are imperative to our practice between all members of our school community.*
- *Children and adults have a sense of belonging, feeling safe, secure and valued.*
- *We all learn to cope with all aspects of our lives with support from others.*
- *The importance of fostering social relationships in a school community of mutual engagement.*
- *Responsibility and accountability for one's own actions and their impact on others.*
- *Respect for other people, their views and feelings and circumstances.*
- *Empathy with the feelings of others affected by one's own actions.*

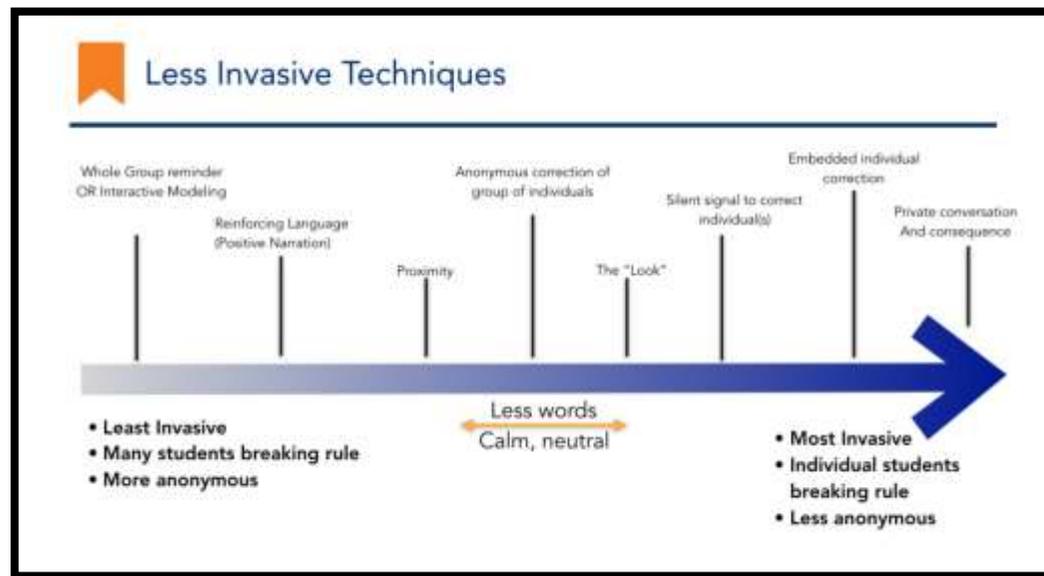
- *Fairness.*
- *Active involvement of everyone in school with decisions about their own lives.*
- *A willingness to create opportunities for reflective change in pupils and staff.*

*We have in place a variety of praise systems to promote positive mindsets:*

- *Clear and concise expectations of pupils will be described, modelled and encouraged through class assemblies, in class time and social times to ensure that all children understand what is appropriate - ready, respect and safe.*
- *Unconditional positive regard reinforced with all pupils and stakeholders at all times.*
- *Verbal and written praise from the class teacher or other adults in school for learning, effort or attitudes to learning. Specific links can be made in line with growth mindset and 'wow' behaviour targets either whole school or classroom specific.*
- *Children may celebrate learning with other adults and classes.*
- *Teachers will share information about a child's positive choices/actions - either by the phone, face-to-face, Bloomz or using postcards to parents - to celebrate positive choices/actions.*
- *Every Friday, a Celebration Assembly is held where children are celebrated for their achievements.*
- *Every half term a pupil is selected from each class to be nominated for the 'CPJA Hall of Fame' - parents and carers are invited to join in the celebration.*
- *Some pupils are awarded positions of responsibility in school where they are a consistently good role model - including being part of the School Parliament, being a 'Play Leader' a 'Reading Buddy', a 'Digital Leader' or a Librarian.*
- *Pupils are given 'Caught Being Good' stickers by lunch time supervisors when they are noticed carrying out the school expectations effectively at lunch time. These can be collected by the children and then transferred to Bloomz positive points on their return to class.*
- *Lunch time supervisors will select a class each week to play on the outside equipment based on which classes have best demonstrated the school's expectations of ready, respect and safe.*
- *Bloomz positive points linked to the school's expectations of ready, respect and safe - children can use their points earned to claim rewards and prizes.*

*We understand that for some children, they may struggle to manage their own choices/actions and may not always be in a regulated, calm state. When children are in a dysregulated state, there are several layers of support in place to allow them to manage their choices/actions in a positive way.*

*When talking about emotional states, as a whole school, we use vocabulary that allows us to be specific about arousal states and focus on what the body is 'showing us' rather than what the child is 'telling us'.*



### ***CPJA School Expectations***

*We are READY to learn –*

***We arrive at school on time.***

***We have the correct uniform and PE kit.***

***We have our equipment ready.***

***We show that we are listening and our minds are ready to try our very best.***

*We are RESPECTFUL –*

***We listen when others speak and we respect the property of our friends and the school.***

***We respect that other people have different ideas, beliefs and backgrounds to our own.***

***We respect that people may look different and have different needs but we all feel the same emotions.***

***We respect the law and the expectations of school and society.***

*We are SAFE –*

***We move around school in a safe manner.***

***We follow instructions to keep ourselves safe.***

***We use equipment safely.***

***We stay safe online and make safe choices in our community.***

We know that how children may present at times can be early indicators of abuse, or trauma and understand that the visible presentation of a child can be the symptom of an underlying cause. School works hard to ensure that adjustments that allow a child to be successful in class involve parents and gather pupil voice as much as possible, helping us evaluate why meeting the school's relationship policy expectations may be difficult. Then, we are able to provide reasonable adjustments to help with this. Parents are overwhelmingly supportive because we work hard to gain their trust and they appreciate the way their children settle quickly and learn.

Key observations / concerns around choices/actions are recording by staff using our online system. The SLT / SEND team meet as required in a pupil strategic meeting to discuss these observations / concerns and look at next steps in terms of provision - we call this

process 'Team Around the Child' meeting. This may result in children receiving extra support in a variety of ways. See the school's SEND information report for a full list of resources, support and interventions the school offers.

- We talk to the children about 'choices' and 'actions' that can be rectified and language around our three school expectations - Ready, Respect and Safe. Are you keeping your body safe? You are showing me you can't be safe on your own, let me help you.
- Consequences/sanctions will be linked to the context of the situation and viewed as a 'teachable moment' that supports the child / children involved in moving forward and making a different choice in the future.
- When talking to the child, we refer to the choices/actions and not the child. Children should know that they are not defined by an event. Everyone makes mistakes and can learn from them.
- We talk to the children about 'natural' and 'logical' consequences.
- A **natural consequence** is something that occurs as a logical, reasonable outgrowth of a particular behaviour for example, if you are unkind to someone it is likely that they will not want to spend time with you and may not want to continue to be your friend.
- A **Logical consequence** don't occur naturally from a behaviour, like getting cold if you go outside without a coat, but they are still connected to the child's behaviour for example, pupils arguing/fighting during a game which can not be resolved would result in the pupils putting the game away and choosing an independent activity.
- Once a situation is dealt it is finished and this needs to be clear to the child. School use the restorative approach to support pupils when things have gone wrong.

### **Restorative Practice**

Restorative approaches are based on four key features:

**RESPECT** - for everyone by listening to other opinions and learning to value them

**RESPONSIBILITY** - taking responsibility for your own choices and actions

**REPAIR** - developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure that negative choices/actions are not repeated

**RE-INTEGRATION** - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education

The Restorative Five

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?

Emotion Coaching

Step 1 - Labelling - You seem ... I can see you are feeling...

Step 2 - Empathising - I'm sorry that happened... I would feel...

Step 3 - Limit setting - It's not ok to behave like that... That behaviour is not acceptable.

Step 4 - Exploring - What did it make you feel like? Have you felt this way before?

Step 5 - Identifying - Can you think of a different way to deal with your feelings? I can help you to think of a different way to cope.

Step 6 - Agreeing resolution - Try and do this next time you feel like this. Let's decide what you will do next time you feel like this.

<u>Traditional</u>		<u>Restorative</u>
What's happened?		What's happened?
Who's to blame?	becomes	Who's been harmed and in what way?
How should we punish them?	becomes	What needs to happen in order to put things right and ensure that this never happens again?

CPJA uses restorative approaches to encourage everyone to take responsibility for their choices and actions and gives them the opportunity to feel heard and decide on a logical or natural consequence. All staff have been trained in restorative approaches and will apply them to resolving situations in the school. This approach starts with a restorative enquiry, if conflict arrives, over low-level issues i.e. *friendship breakups, disputes over games, running in the corridor and not responding to reasonable adult requests.*

When using restorative questioning the following questions will always be asked in a quiet and appropriate area of the learning space. Questions will be first asked to the person who has been hurt/harmed and then to the person who has hurt or harmed the other person so that both parties are involved and so that no assumptions of blame can be made prior to discussions.

- Tell me what happened? •
- What were you thinking? And now?
- How did you feel?
- How do you feel now?
- What have you thought since the time?
- Who else has been affected?
- How did this make people feel?
- What do you need / need to do to fix this / move on?

Explain format:

- Only one person talks at a time.
- No interrupting.
- Be respectful to each other.
- Listen carefully to each other.
- Confidentiality-explain that this is between the people involved (plus parents if required).
- Be aware of any matters i.e. Safeguarding. If something is disclosed appropriate measures are to be taken in order to follow the school's child protection policy.
- If young people do not meet expectations or are still /become angry, stop mediation!

### **CPJA Relationship Management Teams**

#### **Inclusion Team**

At Castleford Park Junior we have a large Inclusion Department with various options of provision. We have a sensory room which offers physical and mental stimulus, an emotional Literacy room/base where children can work with adults on a 1-1 basis or in a small group. Based in the Inclusion Department there is also a chill room which is available to all children - this is a calm area where they can be safely supervised to have some time alone. We are very proud to be able to offer all children open door mentoring with the Inclusion Team, in addition to this Mrs Burton runs a lunch time mental health drop in named 'Speak Out'. A new exciting addition to the offer is "The Calming Cube" a calm and relaxed reading area with rocking chairs.

Inclusion team staff can support your child in a variety of ways, which may include working alongside them in class or helping them find a safe space in school if they are feeling dysregulated. We work closely with some of our families offering extra support and signposting, along with maintaining a strong home/school communication system and relationships.

#### **Nurture Intervention**

Nurture provides a short-term intervention to support children with different barriers to their personal growth. Children have the opportunity to develop their emotional literacy, social skills and are emotion coached through difficulties in a small supportive

environment. Working in a small group to complete their academic work for a set period of time also allows staff working alongside them to diagnose individual learning barriers. They then work with the pupil and maintain communication with the class teacher to ensure that they have tools to take back to their class after their allotted nurture time is complete, to help them continue to be successful and grow from their experience.

### **Special Educational Needs and/or Disability**

Social, Emotional and Mental Health is one of the categories of Special Educational Needs in the Code of Practice. A pupil may be placed onto the SEND register under this code. We recognise that for a small number of children whose emotional regulation is a barrier due to their social, emotional and mental health difficulties including Autism, Attention Deficit Hyperactivity Disorder, Attachment Disorders etc, where a more personalised approach is required in order to support them. These areas will be identified in collaboration with other professionals when a child is in receipt of an Education, Health and Care Plan (an EHCP), or as part of the school's SEND register. All pupils requiring support with SEMH will have an individual 'Supporting Me to Learn Plan' agreed by the teacher, pupils and parents. Support, where appropriate, from Educational Psychologists and the Social, Emotional and Mental Health team may be sought.

### **Positive Behaviour Plans**

It is recognised that some children may need a tailored emotional and behavioural plan to regulate their actions, choices and feelings in addition to the school-wide strategies. Children who are struggling to manage their choices in class, will be discussed with Inclusion Team and an individual plan formulated with the pupil, parents/carers and the class teacher. Such plans may involve: modification to classroom seating arrangements, extra breaks in learning, additional scaffold to help them remain confidently on task and could also incorporate advice from Senior Leaders and Support Agencies.

### **Pupil Voice:**

Pupils should be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy.

### **Bullying/Peer on Peer Abuse (Including Racial And Homophobic Harassment)**

Our school ethos reflects the fact that we take every opportunity to encourage pupils to celebrate differences - we do not use those differences as insults. However, where bullying takes place by an individual, or group, that is repeated over time and intentionally hurts another individual or group - either physically or emotionally - there will be serious consequences. Bullying can also be directed at a number of children- meaning to intimidate or belittle. Our Academy takes bullying incidents very seriously and any children who have been knowingly involved in bullying, after investigation, could receive an exclusion however every opportunity will be given to support the child modelling and teaching them a different way. We do not tolerate bullying of any kind. Please see our anti-bullying policy for more details. School also maintains a central log of any allegations of bullying, so that they can be investigated fully but also so that patterns that highlight involvement of particular children can be monitored.

School also make use of the new NSPCC helpline set up to manage peer on peer abuse to ensure that we have taken all considerations into account: 0800 136 663

School work hard to ensure that contextual safeguarding has been considered in order to prevent any opportunity where peer on peer abuse, or coercive control, could conceivably take place in the school building. Rotas are in place to ensure that adults safeguard all areas of school when pupils are transitioning from one area to another and that the complete perimeter is monitored whilst pupils are in the playground. Risk assessments consider and evaluate risk and ensure that it is minimised.

### **Fixed Term and Permanent Suspensions**

School has adopted National Policy for suspension arrangements. Only the Headteacher has the power to suspend a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year.

If the Headteacher suspends a pupil, parents/carers will be informed immediately and invited into school, giving reasons for the suspension. At the same time, the Headteacher must make it clear that the parent can appeal the decision by writing to the Governing body. The Local Authority, Governing Body and Board of Trustees are notified about any fixed term suspensions. See suspensions policy for further details. As is explained in this policy, actions and choices that take place away from school can also be grounds for suspension eg, if committing an offence whilst wearing school uniform, or carrying out cyber bullying, or bullying of any kind.

### **PROMOTING POSITIVE GROWTH MINDSET IS EVERYONE'S RESPONSIBILITY!**

**The Headteacher, teaching and support staff and Inclusion Team will:**

- Implement the school's relationship policy consistently throughout the school by setting the school's expectations and supporting staff in the implementation of the policy - treating each child fairly.
- Keep records of all reported serious incidents on CPOMS.
- Report to Governors on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Work to achieve a settled atmosphere in the classroom so that quality learning can take place
- Ensure that wrong choices/actions are not dwelled on, that children can recover quickly and repair can take place.
- Record incidents where pupils have had sanctions for their actions or choices, in collaboration with lunchtime supervisors, to monitor any emerging patterns of persistence on CPOMS
- Report to/meet with parents/carers when necessary
- Conduct 'reintegration meetings' with pupils, parents/carers who have been suspended from school to reflect and agree a strategy - moving forward - to ensure that the pupil is successful in school. Any worries, or issues from parent, child or teacher will also be discussed.
- Ensure up to date and relevant training is regularly provided to support staff which could include:
  - positive handling
  - emotion coaching
  - resilience framework training
  - restorative practice training

Uptake of the NPQ for Leading Behaviour and Culture

Training provided and advised by 'Future in mind', the Learning Support Service and the Educational Psychology Service

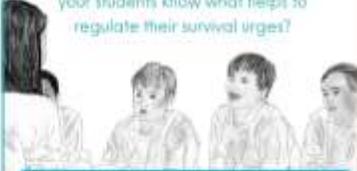
Training that takes into account the specific special educational needs/disabilities of our pupils and their mental health needs

**Staff Induction, Development and Support**

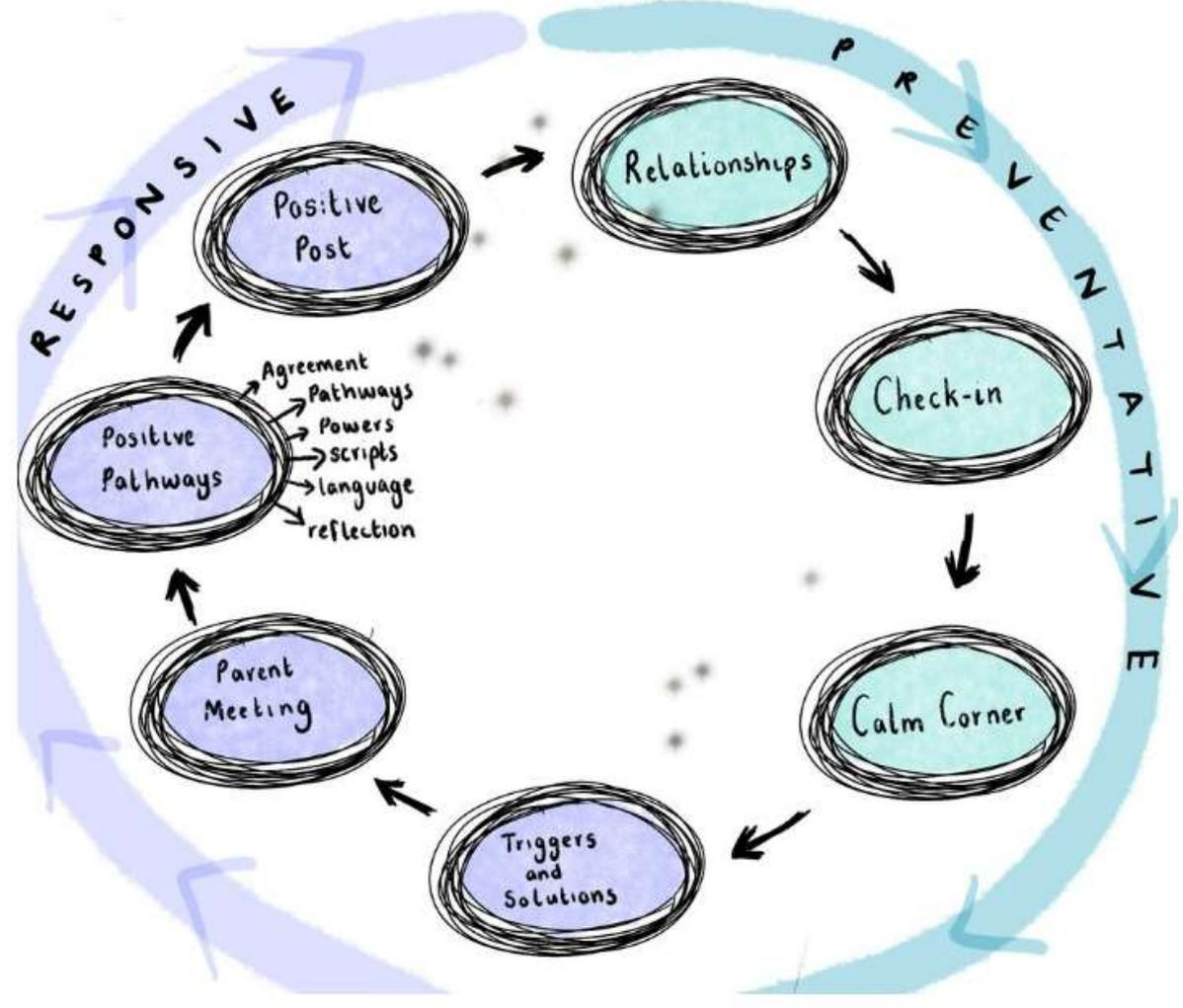
*All staff starting at CPJA partake in a rigorous induction process. Part of this process is to introduce them to the key recording systems, key policies and procedures. The new member of staff will also work closely with the class team to ensure that they are aware of the needs within the class and that key child information is communicated.*

*All members of staff are trained in de-escalation (REACT training)*

Moving from a behavioural to relational response at CPJA - Created by Beacon House [Resources \(beaconhouse.org.uk\)](https://www.beaconhouse.org.uk)

<b>REGULATING THE BRAINSTEM</b>	<p>A regulated, safe adult checking in with a dysregulated student regularly through the day offers them co-regulation opportunities.</p>  <p><b>CREATE CONNECTION INSTEAD OF DISCONNECTION</b></p>	<p>Doing this every day may make a calmer classroom and at the very least offers a predictable daily quiet space/time</p>  <p><b>MEDITATE INSTEAD OF MEDIATE</b></p>	<p>Movement, sensory and play breaks for all (and one on one) are <u>not</u> just for younger students. Taking away break time may take away the movement the student needs to self-regulate</p>  <p><b>MOVEMENT, SENSORY AND PLAY BREAKS FOR ALL</b></p>
<b>RELATING WITH THE LIMBIC REGION</b>	<p>Imagine if you knew how a student was feeling at the start of the day, at lunch, at home time. Would you adapt your approach?</p>  <p><b>CONFIDENTIAL FEELINGS CHECK IN INSTEAD OF PUBLIC BEHAVIOUR CHARTS</b></p>	<p>Taking something away from our children intensifies loss. If their early lives were defined by loss the language you use needs to be respectful of this experience. Give them more of yourself, their behaviour is telling you they need it</p>  <p><b>GIVING BACK INSTEAD OF TAKING AWAY</b></p>	<p>"What can I do to help you through the day?"</p>  <p><b>ASK INSTEAD OF ASSUME</b></p>
<b>RELATING WITH THE LIMBIC REGION</b>	<p>If you looked in the mirror would you feel safe &amp; relaxed with your reflection? All these non-verbal approaches are just as important as the language you use</p>  <p><b>tone, volume and body language</b></p>	<p>Curiosity &amp; care, rather than judgement &amp; punishment. Offering curiosity and compassion EVERY TIME something goes wrong creates a different path for the child to eventually take</p>  <p><b>tone, volume and body language</b></p>	
<b>REASONING WITH THE CORTICAL REGION</b>	<p>What if we waited? What if we asked "How can this be repaired either today or the next day when we are all calmer?"</p>  <p><b>REPAIR INSTEAD OF REPROACH</b></p>	<p>Moving into the present and not holding on to what has passed. Holding a child in the past forces them to stay stuck in their behaviour and offers them no opportunity to step forward. Expecting that they will behave in a certain way will make it more likely that they will behave as you are predicting</p>  <p><b>A FLUID PRESENT INSTEAD OF STUCK PAST</b></p>	<p>Do you and your students know what their survival behaviours look like? Do you and your students know what helps to regulate their survival urges?</p>  <p><b>PROACTIVE INSTEAD OF REACTIVE</b></p>

# POSITIVE pathway



Monitoring and Review:

**To be reviewed Dec 2023**

Signed 

**Miss. K Law Headteacher** Date: Dec 22

Signed 

**Mrs. T Sycamore Chair of Governors** Date: Dec 22

Signed  Date: Dec 22

**Mrs J Roberts SENCO/Deputy Head**