



## Rossington Tornedale Infant School Relationships Policy

<b>Date policy ratified:</b>	October 2017	Oct 2019	Jan 22	Mar 24
<b>Date for next review:</b>	October 2019	October 2022	Jan 25	Mar 27
<b>Signed by Chair of Governors:</b>	<i>Maggie Evans</i>	J Purcell	J Purcell	A Dougherty
<b>Signed by Headteacher:</b>	<i>Lisa Almunshi</i>	<i>Lisa Almunshi</i>	<i>Lisa Almunshi</i>	<i>Lisa Almunshi</i>

At Tortedale we work together as a team to provide a welcoming, stimulating, caring environment. We value each individual and the contribution they make to the school community. We believe in mutual respect and support for each other and have high expectations of work and behaviour.

With the support of parents and the local community, we are committed to the development of happy, independent, enquiring children, who are morally and socially responsible, well prepared to move on to their continuing education and potentially able to make the most of their lives in the outside world.

### **The Governing Body**

The Governing body of the School will ensure that policies designed to promote good behaviour and discipline are adhered to. The policy will be kept under review by the Governors. Account will be taken of any guidance issued by the L.A. and the Secretary of State. The Governors will consult with the Head teacher and the parents of the pupils at the school.

### **The Head teacher and Senior leaders will:**

- Encourage good behaviour and respect for others
- Set high standards for what is acceptable behaviour
- Ensure all staff, parents and carers are responsible for regulating the conduct of the pupils
- Provide regular ongoing training and support for behaviour management for all staff to ensure consistency in approach across school
- Be a regular presence around school promoting good behaviour
- Develop a curriculum that promotes behavioural, social and emotional well being as well as academic elements
- Ensure there is a well-organised, visually appealing and motivating school environment

### **All staff will:**

- Ensure they follow a consistent school approach
- Establish clear rules and expectations
- Adopt a range of appropriate strategies to manage pupil behaviour
- Use rewards more frequently than sanctions
- Celebrate and reinforce positive behaviour. At this early stage, children respond to praise and others copy the good behaviour to seek praise
- Guide children to respect themselves, their peers and adults.
- Support children to develop a sense of self esteem and feel useful and wanted.
- Help the children develop their social skills and behave in an appropriate way.
- Encourage the children to respond positively to requests and instructions.
- Practise positive behaviour reinforcement.
- Use positive statements to promote the kind of behaviour expected eg 'walk in school' not 'don't run'.

- Staff will praise in public and be mindful of when it is and isn't appropriate to reprimand in front of others. Humiliation of children will be avoided always.

### **Children will:**

- be well mannered and polite at all times
- co-operate with staff and other children
- work quietly and calmly in the classroom
- walk through school and in assemblies in silence
- demonstrate 'fantastic walking' around school by walking with their heads held high and their arms by their side
- think through any actions and develop an awareness of their own feelings and the feelings of others
- develop understanding of the consequences of their actions on other people and environment. They will be supported in taking appropriate steps to put things right

### **Home and School Links**

There will always be prompt communication between school and home on matters causing concern. The role of the parents/carers in fostering good behaviour in their children is vital and is one of the strongest links that the school can make. At Tornedale we will emphasise this duty regularly during the time that a child is in school. We use a range of communications to parents/carers, including The School Prospectus, parentmail, class dojos, school website, information booklets and newsletters. We work hard to involve parents/carers in the life of the school and in reinforcing a good home-school partnership. We rely on parents to set good behaviour examples at home for children to follow at school. A signed home/school agreement will be shared annually with parents to reinforce the essential relationship between home and school in supporting a child's education including their behaviour.

### **The Importance of Building Positive Relationships**

To create an ethos of positive behaviour it is essential that all staff build positive relationships with the children in their care. At our school we follow a trauma informed approach to building positive relationships. We foster relationships based on PACE (play, acceptance, curiosity and empathy).

All staff will take the time to get to know the children well, what works for them and doesn't. They will learn what children's homelife is like by working closely with parents to ascertain children's likes and dislikes. All staff will show the children genuine care and interest. All staff will model the behaviour they expect in the way they carry themselves and act in school at all times.

### **Rules, Rewards and Sanctions**

#### Rules

The Golden Rules are three simple rules that everyone follows in school; staff, children and families. They are explained to children at the beginning of, and periodically through the school year, and a copy, with definitions, is given to parents in the home/school agreement.

The rules are displayed in the classrooms and in the hall.

Golden rules are also reinforced through stories, the use of puppets, and circle time. Assembly time is also used to promote good behaviour and reinforce lessons in the classroom.

Our Golden Rules are linked to our PHSE scheme called Jigsaw and the Jigsaw Charter within it.

<b>Be Safe</b>
<b>Be Ready</b>
<b>Be Respectful</b>

Rewards and Sanctions

- A system is in place to reward good behaviour and good work, children are given Dojo points, when they have 20 dojo points in Nursery and 30 dojo points in main school, they receive a certificate and a treat from the class treat box.
- There are dojos for attendance, reading at home, home learning, being ready to learn and being a kind friend
- There is also one ‘I will make better choices’ dojo to indicate poor attitudes to learning
- Parents/Carers are asked to sign up to class dojos so that they can celebrate their children’s achievements at home too and encourage good behaviour.
- The children take work which the teacher is particularly pleased with to show other classes and to show the Head teacher.
- Positive postcards are sent home by teachers regularly from FS2 upwards.
- We promote kindness in school and hold a kindness week each year linked to anti-bullying.
- Each half term the Head teacher will present an ‘Always Cupcake’ for children who teachers have recognised for always making good choices.
- Achievers Assembly is held each Friday, two children from each class are chosen to receive either a certificate for good work or displaying good learning behaviours. Parents/carers are invited to attend this assembly.
- We also value and recognise the achievements of the children out of school. Children can share these in Wednesday Assemblies with Mrs Almunshi.
- Class teachers will implement their own team building strategies as appropriate for their class at that time.

Stepped boundaries – Using a calm but firm approach, use the child’s name, match the child’s level, make eye contact, deliver message

1. Redirection	Children will be redirected using non-verbal cues wherever possible. Gentle encouragement, a ‘nudge’ in the right direction, small act of kindness Walk away Take up time
2. Reminder	I noticed you chose to...(noticed behaviour) This is a REMINDER that you need to be (ready/respectful/safe)

	<p>You now have the chance to make a better choice.  Thank you for listening.  Walk away.  Take up time</p>
3. 30-second intervention	<p>I noticed you are ...(noticed behaviour)  You know our rule about...(Ready/Respectful/Safe)  I need you to...(state behaviour you need to see) and see me for 2 minutes at the end of the lesson.  Do you remember... (state time) when you ...(state previous positive behaviour example seen)?  That is who I need to see now.  Thank you for listening.  Walk away.  Take up time</p>
4. Time out —	<p>This is only needed if the child needs a short time to compose themselves and calm down, not making better choices even after steps 1-3.  I have noticed you are... (upset/angry)  You need to ...(go to the calm area/ outside headteacher's office/stand on a spot)  I will speak to you in two minutes.  Thank you for listening.  Walk away.</p>
5. Restorative conversation	<p>Restorative conversations will take place as soon as possible after an incident. Staff and pupils may walk and talk or do something together to make the conversation less intense. Restorative conversations will not happen with a desk in between.  Both staff and learners will answer the questions.</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• Who has been affected?</li> <li>• How has this made people feel?</li> <li>• What should we do to put this right?</li> <li>• How can we do things differently in the future?</li> </ul>
6. Formal meeting - Support step	<p>In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT or from another class teacher. This will demonstrate staff standing together. If it continues, it will be specified on a personalised, consistent behaviour management plan for a child.</p> <p>Our reward and sanction system is consistent and fair.  At the end of each day the slate is wiped clean and each new day is a new start.</p>

## **Learning Behaviours**

We have our own set of characters to promote good learning behaviours linked with our Golden Rules. Our learning aliens are:

- Connie Communicator
- Izzy Independent
- Larry Listener
- Pippa Problem Solver
- Polly Perseverant
- Tim and Tom the Teamwork Twins

These will provide children with the ability to know how they learn in order to learn more effectively. They will also allow children to articulate how they learn. Teachers ensure that they plan opportunities for these learning behaviours to be utilised. Each classroom and the school hall has the learning aliens displayed, staff refer to them constantly. Certificates are given to children in Achievers Assembly each week when teachers observe that they have achieved success using any of these learning behaviours.

## **Lunch time**

Each week eight children who have modelled good behaviour at lunch time receive a special invitation to sit at the Recognition Table. Lunch time staff can award Dojos for good behaviour and good manners by informing the class teacher at the end of lunchtime. Sanctions will match those used in the classroom to ensure a consistent approach. See below

## **Playground behaviour**

Children are taught playground games and encouraged to play cooperatively. Kixx coaches support these games weekly. Children are provided with boxes of play resources to aid their co-operative play and distract from poor behaviour choices.

The children will understand the types of behaviour which are not acceptable on the playgrounds such as fighting, kicking and any aggressive play. If children fight they will be split up and cannot play together, they will have to play in different sections of the playground.

## **Rewards and Sanctions**

Midday Supervisors can use the same rewards and sanctions as detailed in the earlier section. Time out is 5 minutes walking with the midday supervisor, if poor behaviour continues it is a further 5 minutes on a 'spot'. If poor behaviour still continues a member of the SLT will be sent for.

If a serious incident has occurred the person on duty will report it to the class teacher at the end of playtime. If urgent action needs to be taken they will report it to a senior member of staff immediately.

## **Support and Interventions for Individual Children**

Children whose behaviour is a danger to themselves and others will be removed from the classroom or the other children will be moved from the classroom, whichever is deemed the safest course of action.

For dysregulated children we will use WINE scripts when they are calm enough to respond appropriately:

I wonder if ..... (eg it felt like no one understood you)

I imagine ..... (eg that was horrible when that happened)

I notice ..... (eg how you perked up when you said you felt close to your brother)

I felt moved when you said..... (eg you felt you were to blame) – show empathy

If a child continues to struggle to regulate their behaviour, class teachers will support them and their parents with a behaviour support plan including a home/ school communication diary. They will seek advice and support from our school SENDCo, who can liaise with outside agencies such as Behavioural Outreach Support Services (BOSS). Behaviour support plans will be shared, by the class teacher, with all staff who work with the child to ensure consistency of strategies and support.

All incidents of poor behaviour will be recorded on Cpoms.

## **Use of Reasonable Force**

Education and Inspections Act 2006

### Power of Members of Staff to use Force

A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing, or continuing to do, any of the following

- a) committing any offence
- b) causing personal injury to, or damage to the property of any person (including the pupil themselves)
- c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school whether during a teaching session or otherwise

## **Suspensions and Permanent exclusions**

These are sanctions that may be imposed as an ultimate resort at any time under extreme circumstances. Only a Headteacher has the power to exclude a pupil from school for disciplinary reasons, as set out in Circular 10/99 'Social Inclusion: Pupil Support'. Headteacher's must follow guidelines in Chapter 6 and Annex D of the Circular when excluding a pupil.

A pupil may be excluded permanently, or for a fixed period or periods of up to 45 days in any school year. Fixed period exclusions should normally be of short duration, unless time is needed for support to be put in place for the pupil, perhaps with assistance from the LA.

A decision to exclude a pupil is taken only:

- in response to serious breaches of a school's discipline policy
- if allowing the pupil to stay in school would seriously harm the education or welfare of the pupil or of others in the school

In most cases a range of alternate strategies should be tried before excluding a pupil. This is not meant to prevent immediate action to protect pupils and staff.

Headteachers are not legally bound to consult the parents before excluding a pupil, but the pupil and parent should be warned in advance if suspension or exclusion becomes a likely prospect. Once a pupil is suspended or excluded, the Headteacher must notify the parent immediately, ideally by telephone. This should be followed up at once by letter, setting out:

- The suspension period, and the date and time when the pupil should return
- For permanent exclusions, the date from which the exclusion is effective
- The reasons for the suspension or exclusion and the circumstances, including steps taken to avoid it
- For permanent exclusions, any relevant previous warnings or disciplinary measures
  - Arrangements for setting and marking work
- The parent's right to make representations to the discipline committee, with details of how to make such representations
- The parent's right of access to the child's school record
- Headteachers must also inform the Governing Body and the LA immediately of: All suspensions and exclusions

The Headteacher may be required to give evidence to the discipline committee, which reviews exclusions, and in the case of permanent exclusions, to an independent appeal panel

**Policy Links:** Positive handling  
Anti-bullying  
Safeguarding  
Wellbeing

**Research Links:** When the Adults Change, Everything Changes by Paul Dix  
EEF Guidance Report 'Improving Behaviour in Schools'

**SENDCo:** Courtney Newton  
**Governor with SEND responsibility:** Stacey Simpson & Rebecca Cardwell  
(they can be contacted via school)

## Appendix

Behaviour support plan template  
Home/ school agreement  
Jigsaw Charter  
Behaviour Blueprint



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