



Richardson Dees Primary School

## **RICHARDSON DEES PRIMARY SCHOOL: RELATIONSHIP AND NURTURE POLICY**

To be reviewed **July 2019**

**Our Pupil Proclamation is at the core of everything we do.**

We love to be at Richardson Dees.  
We are safe.  
We look after each other.  
We have fun.  
We are here to learn, to be good citizens, hard workers and high achievers.  
**We are world changers.**

### **Rationale**

**“Fairness isn’t necessarily about everybody getting the same thing – fairness for our school is about getting our pupils what they need in order to reach their full potential and to be as happy and successful as they can be.”**

The staff, governors and parents at Richardson Dees Primary School believe all pupils and staff should be able to work safely in a secure environment, free from harassment, bullying, violence or the threat of aggression. We adopt a nurturing approach in order to achieve this which has the child at the centre and is supportive and bespoke wherever possible.

### **Aims of the policy**

- To maintain a harmonious environment in which children and staff feel safe, secure and respected.
- To ensure consistency of practice across the school.
- To maintain the conditions necessary for an orderly school community in which effective learning takes place.
- To enable children to develop a sense of self-worth and a respect and acceptance of others.
- To enshrine respect for the rule of law, democracy and British Values into the ethos of the school

### **Core Principles**

- Relationships are at the heart of everything we do.
- Positive and enriched engagement throughout the day is key in developing positive behaviours.
- The whole staff work in full collaboration to support children experiencing difficulty in managing their behaviour.
- We talk low and respectfully throughout difficult conversations because we understand that raised voices and angry reactions only serve to build further barriers between each other and because we want to model positive ways for others in which we can deal with challenge and difficulty.
- We work in close partnership and collaboration with every parent and carer on all types of behaviour, both positive and negative. Communication with parent and carers around difficult behaviour begins early.

- We work openly with any and every agency who can offer advice, support and respite for anyone caught in a difficult emotional or behavioural cycle.
- Conflict resolution is essential and is handled thoroughly and sensitively.
- A positive ethos pervades everything we do but we do not operate a 'one size fits all' approach to behaviour management – the singular constant is to meet any difficulty with patience, compassion and empathy.
- Where either a positive or a negative consequence is appropriate, this is agreed through discussion and mediation with key parties. Flexibility is key.

**Objectives - During their time at RDees it's our intention that all children will understand the importance of being real world changers and that in order to achieve this they need to develop:**

- Self-awareness; ability to manage feelings; motivation and empathy.
- Social skills.
- Respect for others.
- Respect for the school building, its property and the property of others.
- Acceptance of others regardless of ability, gender and gender-orientation, race, religion, social background or sexual orientation.
- An understanding of the need for agreed boundaries and expectations.
- An awareness of their rights and responsibilities as members of the RDees school community and their own wider community.
- A clear understanding of British Values
- Resilience and self-motivation

**Implementation**

- Staff at RDees believe positive approaches are most effective in promoting the good behaviour of all pupils. These involve identifying, praising and rewarding children who regularly demonstrate good behaviour.
- Staff treat all children equally, irrespective of their gender, race, sexuality, social background or religion and ability according to their need.
- Staff play an active role in building a sense of school community and apply the agreed standards consistently.
- Staff acknowledge their responsibilities to provide a role-model of acceptable behaviours.
- Staff listen and respond sensitively to children in distress.
- Staff support one another in maintaining safe, calm classrooms and playgrounds.

**Curriculum and Learning**

- Staff know that engagement is key to ensuring best outcomes in an appropriately structured curriculum, use of individual target setting procedures and the active engagement of pupils and parents in their own learning contribute to good behaviour.
- Each class teacher ensures they provide a stimulating and broad curriculum for each child, offering an inclusive curriculum with appropriate support and challenge for all pupils.
- Thorough planning and structured feedback helps to avoid the alienation and disaffection that can lie at the root of poor behaviour.
- Lessons have clear learning outcomes, which are shared and understood by all children.
- Teachers demonstrate positive interactions with children.
- Marking and record keeping procedures are used to provide positive feedback to pupils on their progress and achievement and to show pupils their contributions are valued.

## **Classroom Organisation and Management**

- Our Pupil Proclamation is displayed clearly around the school and in every classroom.
- Class teachers create a welcoming environment within their classrooms.
- Classrooms are organised to allow children to access equipment and to develop children's independence and personal initiative.
- Displays are used to promote children's self-esteem by celebrating the learning contribution of every individual. Displays celebrate children who always demonstrate the right attitude in their behaviour and learning.
- Classrooms are calm; noise levels are related to the nature of tasks.
- All pupils know what is expected of them.
- Public praise is used to encourage positive behaviour, participation and continuing good work but difficult conversations are done privately and quietly.
- Advice for improvement is shared in a way appropriate to each individual child – opportunities for self-improvement are celebrated.

## **Rewards**

- Verbal praise
- Written praise on work / display work
- Certificates
- Sticker on work or on the child / personalised stickers.
- Positive visits to classes and adults to show work or attitudes
- Communicating and celebrating achievements with parents through, for example, Seesaw, Dojo etc
- Sharing on social media
- Whole School Class Dojo Points are collated and celebrated in Achievers Assembly every Friday.

## **Achievers Assembly**

- A whole school sharing assembly each week shares positive learning and attitudes.
- A pupil is celebrated each week by the head teacher for something especially praise worthy.
- Certificates are shared which celebrate success based on the core principles of our Pupil Proclamation.
- Attendance awards are also shared and celebrated.

## **Responsibilities**

- Within each class children are given responsibilities for different aspects of the environment/equipment by their class teacher.
- Beyond the classroom children are given responsibilities such as School Councillors, House Captains and Digital Leaders.

## **Unacceptable Behaviour**

**The following is a list of some example behaviours in pupils which are agreed to be unacceptable:**

- Disrespectful behaviour towards children or adults; disobedient or defiant behaviour
- Violence or aggression towards other such as biting, spitting, hitting, kicking or threatening behaviour
- Inappropriate language including intimidating or foul language; making unkind or hurtful remarks

- Vandalising or deliberately damaging property
- Stealing; extorting money or goods/games/toys from children
- Truancy
- Any form of prejudice towards others including that against ability, gender and gender-orientation, race, religion, social background or sexual orientation
- Forming gangs
- Bullying other children including sexist, homophobic and racial bullying
- Cyber Bullying
- Preventing others from learning

## **Sanctions**

Sanctions are necessary to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

### **The use of sanctions should be characterised by certain features:**

- It must be clear why the sanction is being applied; the individual has chosen to behave negatively.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- There should be clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is challenged, discussed and addressed.
- Group punishments should be avoided as they breed resentments.
- An age appropriate hierarchy of sanction must be used which is clear and transparent.

### **Systems which support behaviour management:**

- **CPOMS:** a comprehensive collection of any concern related to every child including records of any bullying (including cyber), racist or homophobic behaviour.
- **Dojo APP:** can be used to track behaviour for some challenging pupils, this reinforces positive behaviour and allows close tracking of individuals on a lesson-by-lesson basis.
- **Personal Development Plan:** Where behaviour has been consistently challenging children are offered additional support – behaviour, emotional , social. *See Appendix 4.*
- **Internal Exclusion:** is an option but this must be managed by the adult who agrees it to be appropriate.
- **Fixed Term Exclusion:** evaluation of pupil circumstances, the curriculum on offer, classroom organisation, class management and whole school procedures should take place before this is considered as an option.
- **Managed Move:** In extreme cases, children may benefit from a change of school, however temporary.
- **Permanent Exclusion:** The most extreme measure and one which our school is committed to only utilising as a final measure.

### **Communication, Partnership and Collaboration with Parents**

- Staff recognise the significant roles that parents and the wider community have in shaping the attitudes and opportunities of our pupils. We seek to work in co-operation to promote and maintain high standards of behaviour. We give the highest priority to opening up opportunities for dialogue within school and with each child's parents/carer.
- A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many

aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of acceptable behaviour.

- The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at the earliest stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy framework.
- Where the behaviour of a child gives cause for concern it is important that all adults working with the child in school are aware of these concerns and of the responses made.

## **Appendices: How we maintain consistency within a bespoke approach to behaviour management.**

### **Appendix 1: Praise and Encouragement**

Every child is made fully aware of the Pupil Proclamation and is committed to being a real world changer. That is WHY they are here. As such, we don't outline a set of rules but rather we outline the expectations and responsibilities of people who intend to change the world for the better. Statements are made and questions are asked which encourage pupils to revert to positive behaviours, where needed. Below are some *examples*:

<b>PRAISE</b>	<b>ENCOURAGEMENT</b>
Your choices today show how much you really love our school and the people in it.	How could you show that you really do love our school?
You really value the people around you and are determined to keep them safe.	Are your choices ensuring the safety of those around you?
Our school really admires people who take care of others – your kind actions are something we should all be really proud of.	You need to think about how you can be more considerate to others.
The way you manage to keep a sense of fun and enjoyment while showing such dedication to your learning is a lesson to us all.	How much fun are your choices for the people around you? How can you ensure they get to enjoy their learning too?
The main reason we are here is to learn and your actions and choices prove how important that is to you too.	Which choices need to be made in order for you to be a better learner?

### **Appendix 2: The Process of De-escalation and Reasonable Response**

Each situation involving poor behaviour choices is dealt with in exactly the same way, regardless of the individual, the offence or the level of behaviour concern:

1. We determine how receptive the pupil is to opening a dialogue. We do this using a scale of 1 to 5, ONE being calm, rational and happy and FIVE being especially angry or upset. We will only try to talk a pupil down from FIVE – we never attempt to discuss specific concerns or potential consequences while the child is on a FIVE.
2. When we are ready to begin discussing a particular incident or concern, we outline the concern quickly and clearly and give the child an immediate opportunity to respond.
3. We begin the process of reflection and repair (See Appendix 3 Also).
4. We finish the dialogue by asking TWO questions:
  - Is there anything else we need to discuss before we conclude our discussion?
  - Do you feel you have had a fair hearing?

- We administer a consequence which is fair and reasonable. Where the adult feels the consequence needs to be decided by a more senior member of staff, the child is brought to that senior staff member and the pupil, where possible and appropriate is given the opportunity to summarise the issue. Pupils can be involved in the process of deciding appropriate outcomes.

### **Appendix 3: The Power of Positive Language – Repair and Reflect**

Language choices are key. Everything we say is carefully considered. We speak to our pupils in the way we would expect other adults to speak to young people in our own families. We speak to our pupils as if their parent / carer were in the room with us. Below are some *examples* of phrases which help us to repair and reflect on difficult situations:

- We need to begin repairing the situation.
- I'm listening.
- I will help you to work this out.
- I understand how difficult this is for you.
- I'll stay close so that we can talk more when you are ready.
- On reflection, what could have been done to avoid the difficulty which followed?
- What would have been the direct impact of more positive choices?
- Who would have benefitted from kinder choices today?

### **Appendix 4: Threshold of Need - The Five Stages of Addressing Challenging Behaviour.**



Personal Development Plan		
Date:	Name of Pupil:	Date PDP put in place:
Identified Behaviour Challenges:		
What is going well?	What isn't going well?	
Who can help?	What can they do?	Next steps?
		Date to be reviewed (with parents and additional agencies):

**Stage 1:** General incidents of challenging behaviour which require action.

**Stage 2:** Minor Concern. (A number of incidents / concerns mean that the pupil is added to our school records to be monitored by the relevant staff).

**Stage 3:** Growing or Continued Concern. (A PDP is initiated).

**Stage 4:** Serious Concern. (An EHA is initiated).

**Stage 5:** Fixed Exclusion leading to a PDP.

**Stage 1:** This is where the management of the majority of low level challenging behaviours\* takes place within our various school and external settings in a bespoke and nurturing way. Issues and incidents of concern are communicated to all related staff through CPOMS. There is follow up from SLT and / or with parents directly, where appropriate. Concerns are raised as early as possible with parents.

\*Serious incidents must be taken in context of the child's behaviour and dealt with accordingly. One 'serious' incident does not necessarily move a child to Stage 2.

**Stage 2:** Children presenting 'Minor Concern' are added to the school records. Parents are informally notified by the class teacher that there have been a number of issues and incidents recently which are causing minor concern and that at this stage it is for home and school to monitor.

**Stage 3:** Children of 'Growing or Continued Concern' are formally identified by the lead professional. A member of the SLT meets with this professional (usually the class teacher) to draw up a PDP. The HT then notifies the parent / carer directly which is supported by a letter home clarifying the concerns. Half termly meetings are set up which involve the class teacher, the parent/ care and any other linked professionals or agencies.

**Stage 4:** Where the use of the PDP does not improve challenging behaviour, an Early Help Assessment is initiated and key agencies such as counselling, CAMHS, Language & Communication and Educational Psychology are referred.

**Stage 5:** This is an exceptional stage where an individual incident is of such concern that it may require a fixed exclusion. Such an incident would also result in the child being placed on a PDP with a relevant concern.

**Appendix 5: Responding to Challenging Behaviour.**

**Questions to respond to challenging behaviour:**

- ▶ What happened?
- ▶ What were you thinking at the time?
- ▶ Who was affected by what you did?
- ▶ In what way have they been affected?
- ▶ What do you think needs to happen to make things right?

**Questions to help those harmed by other's actions:**

- ▶ What did you think when you realised what had happened?
- ▶ What have your thoughts been since?
- ▶ How has this affected you and others?
- ▶ What has been the hardest thing for you?
- ▶ What do you think needs to happen to make things right?