



Crossley Hall
Primary School



Relationship Policy

September 2020

Relationship Policy

This is how we do it!

“Culture eats strategy for breakfast” - Peter Drucker

Rationale

This Relationships policy is the cornerstone of the culture of school. It is a culture of respect for all, equality of opportunity and endless tenacity to remove barriers for both child and adult success in life. All staff and children contribute to this culture. This is what makes Crossley Hall Primary School unique.

At Crossley Hall we are very clear about our culture - *This is how we do it*. Irrespective of behaviour expectations at home, the mosque, Sunday school or whilst playing on the streets at the weekend - at Crossley Hall...*This is how we do it*.

How we do it is not based on a punitive set of rewards and consequences, but is encapsulated in the relationship between adult and child and the relentless investment into the quality of this based on identifying and promoting self-esteem, self-worth and high expectations.

This is first and foremost, brought about by the adults. All the adults. Every...single...adult.

Our Relationship Policy, and the routines contained within, will be exercised in line with the current Government guidance on the safe reopening of schools, ensuring that appropriate social distancing is maintained.

The Seven Aspects of Our Relationship Policy

1. Meet & Greet
2. Tidy Hands
3. The Wall of Fame
4. A Million Points!
5. Always Friday
6. PIP/RIP
7. Our School Rules

These aspects underpin our whole school and are the basis for how we form meaningful relationships – adult to adult, child to adult and child to child.

1. Meet & Greet

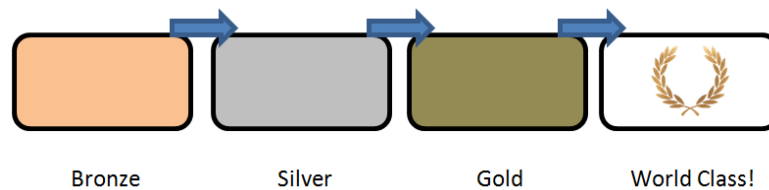
At Crossley Hall Primary, the teacher positively greets each learner at the start of every day. We do this to make our pupils feel welcome, and our Senior Leaders do this on the main gates to school, modelling the expectation for all. Adults smile, use an appropriate verbal greeting and are encouraged to be inventive, to come up with their own positive way of welcoming each child is one of the actions that sends a clear message to all that *'This is How We Do it'*.

2. Tidy Hands

Children at Crossley Hall move around the building in a calm and orderly fashion using 'Tidy Hands'. Tidy Hands means they walk with their hands clasped together. We are a large, busy school and this allows us to keep the environment calm and one another safe, and at this time it means that children are not unnecessarily touching the surfaces around the school. It is a form of visible consistency and we are all responsible for ensuring that this happens consistently. Every single day.

3. The Wall of Fame

Each class has a Wall of Fame. This is a board made up of a number of pockets equal to that of the number of children. Each child has a pocket that is labelled and contains their photograph. It may also contain a card showing one of four faces:



The plastic wallet starts empty at the beginning of each session (before break, before lunch and after lunch).

The teacher sets a class target for that session, but this could be tailored to individuals if and when appropriate. Targets should focus on learning behaviours and attitudes that the teacher wants to encourage.

As the academic year progresses and children are more familiar with the behaviour and attitudes expected, the teacher may choose not to set a specific target, and instead award cards as and when appropriate. At all times, however, the teacher should be clear about why a card has been awarded and relate it to behaviour and attitudes.

Within the session, children work their way from Bronze up to Gold, depending on how many times the class teacher sees them demonstrating the appropriate behaviours and attitudes. Adults will give out the cards and the child will place them into their space on the wall chart when it is convenient to do so. When a child reaches the gold level, they receive a gold star sticker.

'World Class' is the ultimate award! If a child achieves "World Class" during a session – they get a "World Class" medal! This should be reserved for those children who do not just meet the minimum expectations (following the school rules and completing their work), but those who have gone above and beyond in their attitude and behaviour. Therefore, 'World Class' will not be reached every day in the classroom, and it is reserved as the ultimate reward. Children who receive 'World Class' status will receive a classroom visit and their medal from a Senior Leader.

Nursery & Reception

Children in Nursery and Reception still have a 'Wall of Fame', but this is refreshed at the start of each day (or Nursery session). Adults give out verbal praise and stickers throughout the day, and when they see that a child is consistently behaving well they place the child's 'Gold' card into the pouch that contains their photograph. At the end of the week, each teacher will choose a child that has been 'World Class', to receive a gold medal and a round of applause from their classmates. They will receive a classroom visit and recognition from a Senior Leader.

4. A Million Points!

Token economies build inconsistency into a behaviour plan. We do not reward pupils on an individual basis with points. We do, however, use class points/table points/house points/dojos (it's down to the teacher), just in a different way. We apportion random amounts of points to individuals and groups, e.g. "Amjad- 36,465 points. Superb art work!" or "Behaviour in class this morning has been outstanding- 3 million points to each group!"

Adults love giving praise and the points simply serve to emphasise the recognition. Teachers have permission to be effusive, wildly enthusiastic and funny. Imagine what this does for your relationship with the pupils. At the end of the week, classes undertake a complicated calculation to work out which table has won. There is no prize other than having the greatest amount of points.

5. Always Friday

Every Friday, adults choose an 'Always Child' from their class. This is the pupil who has followed the rules all week, gone above and beyond with their behaviour and really knows *How We Do It* at Crossley Hall. They receive a certificate from their teacher and their photograph is displayed in a dedicated area next to the Wall of Fame. A Senior Leader will also visit the classroom to see the 'Always Child' and praise them.

6. PIP/RIP



Praise in Public Reprimand in Private Be clear, calm & firm

- Praise should always be as specific, targeted, public and as sincere as you can make it. This is what gives it power.
- Reprimand should be calm, private conversations or re-directions that only the child who it is intended for can hear.
- Speak to children calmly, with the greatest of respect, and be positive.
- We never shout, express negativity, or use sarcasm and derogatory tones.

"Strip out the negative emotion and be professionally rational. I mean completely strip it out. Refuse to entertain the screwface, irritated tone or sharp word. Do not allow yourself to shout, point or give even the whiff of physical authority. Make your response to even the most appalling behaviour matter of fact. Be outwardly shocked by nothing. If you resist the urge to respond emotionally for 30 days it becomes routine, easy, normal –even working in the most extreme circumstances."

— from "When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour"

7. Our School Rules

We have three very simple and very clear school rules:

1. **READY** - We **always** follow instructions from a known adult in school.
2. **RESPECTFUL** - We **always** speak kindly and respectfully to each other.
3. **SAFE** - We **always** keep ourselves safe and we never hurt others.

Aim to be an 'Always' pupil!

Pupils are expected to know these school rules by heart and follow them at all times. They are rewarded in a variety of ways, including verbal praise, stickers, the Wall of Fame, Class Rewards, 'Always Friday' and our Growing and Blossoming Assembly.

Adults in school are clear about the minimum standard of behaviour that we expect- put simply, we follow the school rules. This is a basic expectation. We deal robustly with poor behaviour. If pupils choose not to follow the rules there is a structured response to help get them back on track:

L e v e l o f R e s t o r a t i v e C o n v e r s a t i o n	First instance	Supportive	<ul style="list-style-type: none"> ● Private, low-key explanation of rule broken. ● Calm, clear and supportive re-iteration of expectation to the child ● Adult explains the behaviour they are looking for and encourages this. ● Teacher discreetly records conversation in the Class Coaching book as a 1, 2 or 3 (according to the rule broken).
	Second instance	Firm	<ul style="list-style-type: none"> ● Teacher takes the child to a quieter area (for privacy). ● Private, low-key explanation of rule broken (calm but firmer). Re-iteration of expectation to the child, showing disapproval of behaviour. ● Adult explains the behaviour they are looking for and encourages this (this time, the adult concentrates more on making sure they catch the pupil doing the right thing praise. ● Make the challenge time limited to achieve a card on the Wall of Fame "No more shouting out this lesson – that's the next 25 minutes!" ● Teacher discreetly records conversation in the Class Coaching book as a 1, 2 or 3 (according to the rule broken).
	Third instance	Escalated	<ul style="list-style-type: none"> ● Reminders and positivity have not had the desired effect, and the pupil is not meeting basic expectations. ● Private, low-key explanation of rule broken (calm but firmer still). Re-iteration of expectation to the child, showing disapproval of behaviour. ● The adult will discreetly contact SLT via Google Meets to promptly come to class. ● The child is taken outside the classroom by an Assistant Head, with privacy, for a behaviour coaching conversation, to explore what has gone on, attempt to get to the heart of the problem, clearly and very firmly re-iterate the expectation and also make absolutely clear that one further episode of behaviour will result in a conversation with the Head and their parents. ● Teacher discreetly records conversation in the Class Coaching book as a 1, 2 or 3 (according to the rule broken). ● The incident is recorded on CPOMs.
	Fourth instance	Serious	<ul style="list-style-type: none"> ● The Head of School will be discreetly contacted and asked to come to class. There will then follow a formal coaching conversation with the Head outside of the classroom, and the child will spend the remainder of the lesson completing their task with a Senior Leader. ● Teacher discreetly records conversation in the Class Coaching book as a 1, 2 or 3 (according to the rule broken). ● The Head of School will contact the child's parents before the end of the day to explain the situation.

			<ul style="list-style-type: none">● On the third instance, a formal behaviour meeting will be arranged in school with the Head of School and parents.● The incident is recorded on CPOMs.
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Serious Behaviour

Any behaviour which is so extreme that it would be inappropriate for it to be dealt with via the system of rules should be referred straight to the Head of School. This will result in a formal behaviour meeting with parents and potentially internal exclusion from class for a period of time. Repeated instances of serious behaviour would trigger a behaviour review to develop a tailored approach for that particular child. This would be done in consultation with parents.

Restorative Conversations

We use Restorative Conversations to encourage children to reflect on their behaviour choices. This is a strategy used when tempers have frayed, when manners have disappeared and when things have been said/done that should not have (not every incident needs to be resolved in this way). The adult who dealt with the event(s) leads the conversation, after the incident and once the child has had a chance to calm down. We do this to teach children that their behaviour affects the people around them, and it is a prime opportunity to explicitly teach behaviour expectations.

Crossley Hall

Primary School



At Crossley Hall Primary, we are 'Going for Gold'!



This is how we do it:

READY!

We always follow instructions from a known adult in school.



RESPECTFUL!

We always speak kindly and respectfully to each other.



SAFE!

We always keep ourselves safe and we never hurt others.



Our Rewards

Verbal Praise	'Growing & Blossoming' Superstar
Stickers	'Always' Friday!
Attendance Cup	Class Rewards
VIP Lunch	Wall of Fame

Consequences

1	Coaching Conversation with your Teacher. How will you change your behaviour? Name in the Coaching Book.
2	Second Coaching Conversation with your Teacher. Challenge set. Name in the Coaching Book.
3	Behaviour Meeting with an Assistant Head, outside the classroom. Name in the Coaching Book.
4	Behaviour Meeting with Head and parents. Behaviour Letter sent home.
Serious Behaviour	Immediate meeting with Head Parents called to school Internal Exclusion 'Fresh Start' Meeting (next day)