

Relationship policy

"If the child is unable to adjust to the needs of the school, then the school must adjust to meet the needs of the child" M Boxall

Our Vision:

At Crossley Hall every child matters. We strive to ensure that all our children are well cared for and enjoy learning in a happy and safe environment. We provide a broad and balanced curriculum focusing on active learning, which ensures that all of our pupils, regardless of background or need, leave us equipped with the academic, social and emotional skills required for a happy, healthy and fulfilling life.

This is what makes Crossley Hall Primary School unique. Our Relationship Policy is the cornerstone of the culture of our school.

Our Relationship Policy is designed to:

- Promote a positive climate and learning culture within school;
- Provide a safe school environment for all;
- Develop an understanding of what appropriate behaviours are;
- Define a framework for rewarding success and de-escalating negative behaviours;
- Promote self-esteem, self-regulation and positive relationships with all staff members;
- Involve parents/carers, pupils and staff in the application of this policy and establish strong communication.

Our School Values:

Inclusion

Aspiration

Happiness

Our values are exemplified through our three school rules, which are:

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.

The expectation of adults is that they will:

- Recognise that ***all behaviour is communication***.
- All staff 'Meet and Greet' children in the mornings and after break and lunch times – these are used as check-ins to find out how the children are feeling or if they need any support.
- Focus on the prevention of undesirable behaviour, rather than the reaction to it.
- Understand the children and the children know that we understand them.
- Enable children to communicate because they feel safe- this may not always be with words.
- Provide clear values, routines and boundaries for all children.
- Have consistently high expectations within individualised responses to challenging situations.
- Actively model appropriate behaviours and consistently apply the policy fairly, without favour.
- Encourage, praise and actively listen to children.
- **Regulate, relate and repair** with children using relationships and without 'punishment'.
- Work as a team to maintain high standards of behaviour within the school.
- Collaborate with the SENDCO/Behaviour and Culture lead and Phase Leaders in order to create personalised plans that enable children to thrive.
- Keep a record of all serious incidents and ensure that the Headteacher and parents/carers are informed within that same day.
- Work in partnership with parents/carers, and outside professionals to ensure that advice is understood and implemented.
- Understand and implement restorative practice.

The active ingredients of our Relationship Policy:

Meet and greet:

Rewards and Celebrations:

We believe in creating intrinsically motivated children. Praise and positive feedback that is specific and sincere will promote autonomy and establish positive behaviours for learning. Adults in school recognise and reward positive behaviour. By verbally celebrating pupils' attitudes to learning, play and transition through school, we reinforce our expectations all of the time. A wide range of further rewards are also used to promote positive behaviours:

Positive Recognition	
Extrinsic	Intrinsic
Postcards/Phone call home	Smile Handshake High five Pat on the back Shoulder squeeze
Wall of Fame	
Magic Moments	

Always Friday	"Well done" "You are great" "Wow!" "That makes me feel really happy" "You are a valued member of this class" "You should feel really proud"

What this looks like in the classroom:

Postcards/Phone call home

Each week every teacher alongside their learning support assistants will choose one child who has really impressed them for a specific reason, this could be effort and or achievement but could also be meeting a personal goal.

Magic Moments

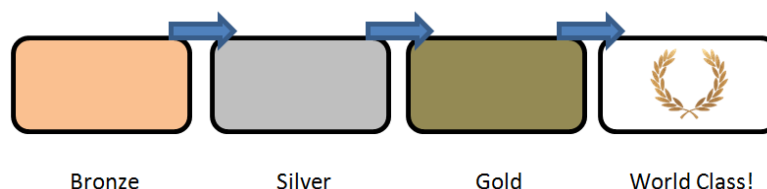
During learning time, our teachers often witness magical moments of learning. It is when a child is recognised for doing something so wonderful it deserves to be publicly recognised. This will be celebrated within their classroom and commemorated on their class Magic Moment display. This could be a photograph of the child, a piece of work or even a quote from the child.

'Always Child'

Every week each teacher alongside their learning support assistant chooses an '*Always Child*', this is communicated to parents/ carers via Arbor. They are then invited to attend our Celebration assembly where this is announced to the whole school! In the assembly the teachers share their reasons for choosing each child and they are presented with a certificate. Pupils are chosen for always following the rules, going above and beyond with their behaviour and really showing through their behaviours and attitudes '*How We Do It at Crossley Hall*'.

1. 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 with their first name only.



The plastic wallet starts empty at the beginning of each session. A session could be, a lesson, a morning or a whole day depending on age, need and circumstance.

Process:

1. The plastic wallet starts empty.

2. The teacher sets the target. Targets are set to the needs of an individual class. They may be set to help challenge learning or to promote excellent habits for learning. This is for the teacher to decide.
3. Targets set can last for a day, a session or can be short-term targets that are adapted during the lesson.
4. There are three types of targets; class, table and individual
 - Class Target: “Okay everyone – we are focusing on using kind words towards each other today. What words might I hear?”
 - Table Target: “Red Table, this lesson I want you to focus on asking high quality questions.”
 - Individual Target: “Tommy, I really want you to focus on putting your hand up to ask questions today.”
5. 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. If a pupil achieves a Gold they are awarded a Gold Star sticker.
6. Within the session, 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. If appropriate adults may place the cards directly into the pockets.

‘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. 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. Children who receive ‘World Class’ status will receive a classroom visit and their medal from a Senior Leader.

Additional Practice

How we regulate, relate and restore

We understand in order to help children feel safe, we need to help children to:

- **Regulate**
- **Relate**
- **Restore**

The way that we address undesirable and challenging behaviours is through carefully designed restorative learning opportunities (logical consequences), in which the impact of the

behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.

We believe that:

- Low level behaviours occur due to an unmet need.
- A child may be trying to communicate work frustration, stress, feeling unsafe, sensory needs, basic needs not being met, negative thinking, low self-esteem, self-preservation.
- Defensive behaviours occur due to a breakdown in communication.
- A child may be trying to communicate further frustrations with not being understood, revenge, too much challenge, not enough support
- Defensive behaviours can tip into crisis very quickly.

How we support our pupils through difficult situations.

We regulate by:

Using our behaviour strategies that are listed below. The acronym HELP, models how to go through the process of regulating.

H - Happened- Listen to the children's side of the story from their perspective so they feel listened to, heard and understood - "What's Happened?"

E - Explain- Explain the actions the member of staff took and always link this to safety (The person having this conversation should be the member of staff that was involved in the incident).

L -Link- Link how the child was feeling during the incident into the conversation - "How did that make you feel?"

P - Plan- Give the child a new plan/strategy for the way they are feeling the next time the feeling occurs (This needs to be achievable).

*See appendix for types of behaviours and strategies

We use logical **consequences** - Putting right what has gone wrong = Clean up, repair damage, restore relationships, complete work (to their standard, in their own time if necessary and without time being 'owed'), restorative conversations. Logical consequences will only work when the child is ready.

We relate by:

- Giving the child time to be ready.
- Staff working in the class take time to ensure the child knows they have someone to talk to. "I am here, I can see you are struggling. How can I help you?"
- Zones of Regulation are taught discretely and each classroom has an area for children to reflect and take some time.

We finally restore by:

- Staff are trained to understand when children are ready to engage in a restorative conversation.
- Most restorative conversations happen within the classroom by the staff working in there.
- A change of face may need to happen if the child is struggling to understand what has triggered their dysregulation.
- Giving the child time to be heard.
- Starting again with a fresh start.

Persistent Challenging Behaviour

Due to the complex needs and vulnerabilities of individual pupils, even after using relational strategies, challenging behaviours may still occur. We believe that relationships make the difference and understand that these take time to develop. Where instances of persistent, challenging behaviour occur reasonable adjustments will be made. In the event of persistent socially unacceptable behaviour, where reasonable adjustments and school interventions have not yet led to sustained improvement in behaviours, the SENDCO - and where appropriate the Headteacher - may meet with parents to discuss the following pathways to success in school.

Positive Behaviour Plan

Parents are required to support the school by attending a meeting to agree a Positive Behaviour Plan (PBP) for effectively managing challenging behaviour, together. The PBP is tiered and follows a graduated response - consisting of:

- Time given to support their SEMH needs and to learn self-regulation strategies.
- A personalised timetable with regular check-ins with a key member of staff.
- Individualised De-escalation Strategies - bespoke to the individual children's needs.
- Parents have weekly check-ins with a member of SLT with the child present to discuss the successes of the week.
- All serious behaviour will be logged on CPOMs and shared with parents within the same day.
- Positive Handling Plan - A plan that aims to reduce the use of physical intervention and in line with Team Teach practice.
- Risk Assessment - In the event of behaviours which leave the child's personal safety compromised or which include assaults of other pupils and/or staff, a Risk Assessment will be completed. An Individual Pupil Risk Assessment (IPRA) identifies what measures can be put in place by the school to support the individual.

- In some cases, the use of a temporarily reduced timetable may be needed. This will be discussed with the parents and child and communicated to the local authority in line with guidance.

PIP/RIP

Praise in Public

Teacher give regular praise to pupils. Regular praise helps our pupils understanding that they are doing well and making great choices. Praise should always be as specific, targeted, public and sincere as you can make it. This is what gives it power.

Reprimand in Private

Reprimand should be calm, private conversations or re-directions that only the child who it is intended for can hear. Adults always speak to children calmly, with the greatest respect and with positivity. Adults at Crossley Hall never speak in raised voices or shout, express negativity, sarcasm or use 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"

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 Teacher. This will result in a formal behaviour meeting with parents and potentially internal suspension 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 carried out in consultation with parents. This includes but isn't an exhaustive list:

- Defiance
- Violence against others
- Racial/Homophobic language towards others
- Swearing at others
- Sexual harrassment/Sexual Violence- see CHPS response to Sexual violence and Harrassment
- Bullying- see Anti-bullying policy/ CHPS response to Child on Child Abuse
- Vandalism
- Absconding

Appendix 1: Behaviour Poster to display around school



Appendix 2

Anxiety		Defensive		Crisis	
Behaviour (Not an exhaustive list)					
Rocking, Tapping, Swinging on chair, Head on desk, Sullen, Calling out, Failure to follow instructions	Finding it hard to cooperate, Inappropriate comments, Failure to complete work, Disrespect.	Teasing, Pushing, Arguing, Destroying work, Running indoors, Disrupting,	Use of inappropriate language, Disrespecting school equipment, Not following instructions, Leaving the classroom.	Vandalism, Physical assault, Fighting, Disrespectful to adults, Racial abuse, Personal abuse Bullying, Swearing,	Leaving the classroom or school grounds without permission.

Strategies		
<p>Acknowledge all low level behaviours.</p> <p>Read the body language of the child.</p> <p>Consider you own body language.</p> <p>Use child's name to engage.</p> <p>Use reflective language... "I can see that... I notice... I am wondering... I imagine."</p> <p>Use empathy "I understand this is hard for you.... That must be really difficult."</p> <p>Match affect – use a low tone of voice.</p> <p>Consider sensory regulation (deep pressure).</p> <p>Remind children of the natural consequence to their behaviour.</p> <p>Ensure strong routines are in place</p>	<p>Continue to use low level strategies if appropriate.</p> <p>"What should you be doing now?"</p> <p>"Name, command, thank you."</p> <p>Ask "what?" not "why?"</p> <p>Give the child 2 choices.</p> <p>Maintain high expectations and boundaries.</p> <p>Remind children of school expectations.</p> <p>Use a sensory break for the whole class.</p> <p>Staff should use positive recognition to encourage and create a positive culture.</p> <p>Give time and space.</p> <p>Remember that children don't behave for systems; they communicate with people who connect, people who care.</p>	<p>Change of face - a different adult may break a cycle of crisis</p> <p>Change of place- offering a safe alternative space for the child can also break a cycle of crisis</p> <p>The child will be taken back to class when safe enough to engage.</p> <p>Continue to use anxiety and defensive strategies.</p> <p>Support and closely supervise.</p> <p>All crises should be followed up with a restorative conversation with class staff/SLT/pastoral.</p> <p>Logical consequence (see below). Class reset.</p> <p>Restorative conversation.</p> <p>Think reflection not reprimand.</p>