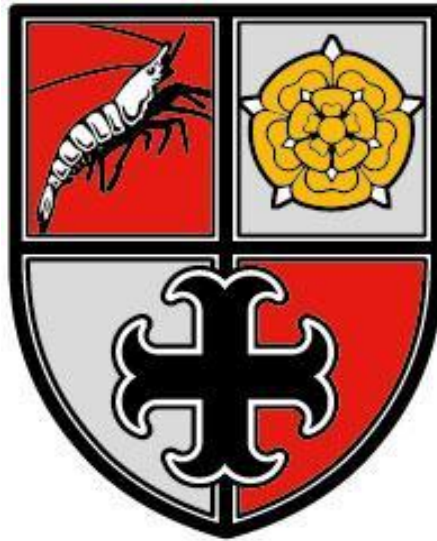


MARSHSIDE PRIMARY SCHOOL



Behaviour and Relationships Policy

July 2024

Date Approved by Full Governing Body

July 2024

Chair:

Wendy Cheetham & Joanne Swift

Headteacher:

Shaun Haughey

Review Date:

August 2025

EQUALITY STATEMENT

Our school recognises children's diverse circumstances and is committed to its legal responsibilities under the Equality Act 2010. Each child regardless of their background could be a victim of child abuse and is therefore entitled to the same degree of protection and support.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

What is behaviour?

Behaviour is defined as **the way one acts or conducts oneself, especially towards others**. It is often a response to a particular situation or stimulus. Behaviour cannot be managed separately from learning and wellbeing. The context usually has some influence over the behaviour.

"I strongly believe that deep down in every child, however invisible, hostile or rejecting they may seem, is a deep longing to be seen, known and truly understood" (Louise Bomber 2007)

As a school we have a restorative, relational approach to behaviour management which promotes emotional wellbeing and mental health alongside clear behavioural expectations. We strongly believe that every child has a right to education and this should be reinforced by the development of staff relationships and attachments with our pupils.

Mission Statement

"Our purpose at Marshside Primary School is to provide every child with rich educational experiences, in line with the schools H.E.A.R.T values, within a nurturing, secure environment. This is to enable children and staff to thrive academically, professionally, personally and socially."

"There are two kinds of education: the education of the mind by imparting facts and teaching skills, and the education of the spirit, and the material to be worked on here is the child's loves and hates, hopes and fears, or in other terms, courage, integrity, compassion and other great human qualities."
(Sir Alec Clegg)

Our Values

Honesty – Tell the Truth

- Know that school is a safe space where we can relax and be ourselves
- To be heard and express ourselves clearly and respectfully

Empathy – Support One Another

- Respect ourselves and others
- To show empathy to others
- To spread kindness to others

Achieve – Be resilient

- To take educated risks and try new things
- Have confidence in ourselves; to believe we can achieve anything
- To have a positive attitude
- To be resilient, independent and self-sufficient

Respect – Kind hands, feet, actions and words

- To be polite and courteous to others
- To take pride in ourselves and our community
- To spend time outdoors and care for the environment

Thrive – Aim High

- To feel loved and know that we matter
- To find our passion
- To feel safe and happy
- To love being in school and being part of our community
- Have fun

Policy Aims

- To embed our school HEART values and mission statement through the creation of an attachment focused policy.
- To ensure every child feels seen and has supportive relationships with school staff.
- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members.
- To help children develop a sense of worth, identity and achievement.
- To help children to form positive internal working models of self, others and the world.
- To help children to develop the ability to self-regulate following a period of co-regulation.
- To help all children to accept responsibility for their own actions and to consider the impact of their behaviour upon relationships through the use of restorative approaches.
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.

Building Relationships and Effective Learning Behaviour

All staff at Marshside follow a relational approach to behaviour management. We understand and know our individual pupils and their families. We focus on teaching and modelling positive behaviours for learning and implementing positive behaviour management strategies in order to develop effective attachments with our children.

Knowing and understanding our pupils

- Recognise our pupils' wider contexts and influences
- Develop supportive relationships with our children and families
- Viewing distressed behaviour as a means of communication

Teaching positive learning behaviours

- Create a classroom environment that facilitates learning and limits distractions / stressors
- Model and encourage self-reflection, positive behaviours and relationships
- Adapt teaching to facilitate engagement and access to learning for all children
- Use of Zones of Regulation curriculum to encourage self-regulation

Implementing effective classroom strategies

- Positive reinforcement – class dojo, weekly heart values award, class heart jars
- Reinforce and model school values and ethos
- RWI silent signals allow all children to observe and recognise expected behaviour

Developing relationships with pupils and families

- Use of Class Dojo to share information and communicate with parents
- Regular parent meetings, reports, termly SEND review meetings, transition meetings
- Positive transitions in and out of school
- Children to be greeted by staff on entry to school

- Senior Leadership visibility and availability to parents and children
- Learning Mentor family support
- Vulnerable family support, including Team Around the Family
- Time with key adult in school
- Community activities and parent workshops
- Peer mentoring

Targeted Interventions

We recognise that sometimes children have a need for greater support to manage their emotions and feelings. At times of crisis the following additional interventions may be put in place.

- Play therapy
- Mental health support
- Behaviour support plans tailored to individual needs
- Access to the resourced provision
- One page profiled to create a shared understanding of pupil need
- AET (Autism Education Trust) framework tracking and monitoring
- Mentoring
- Emotional coaching and therapeutic conversations
- ELSA (Emotional Literacy Support Assistant) in school (Mrs Owen)

Whole school approach

- Consistency and coherence to the behaviour policy
- PACE (Playfulness, Acceptance, Curiosity, Empathy) Model
 - Vulnerable rather than troublesome.
 - Authoritative rather authoritarian.
 - Distressed behaviour rather than negative behaviour
- Shared systems and norms across classes
- Focus on restorative practice and restorative conversations
- Opportunities for co-regulation
- Adapting provision to meet whole class need
- Staff training programme

Consequences

It may at times be necessary for pupils to have a consequence for their actions, these include:

- Time out in class
- Time out in a quiet space
- Missing break or lunch time play
- Discussion with a member of the SLT

- Contact home
- Internal or external suspension
- Permanent exclusion

Consequences are always put in place and supported by an emotionally regulated adult who is able to support the child to regulate their own emotions and distressed behaviour.

Relational Behaviour Management and Restorative Approaches

Managing behaviour can be one of the most time-consuming activities undertaken in schools. A much more effective approach combines the setting of clear expectations for behaviour alongside the promotion of social and emotional well-being and positive, restorative relationships. In schools and settings where a more restorative, relational approach has been adopted, indicators of poor SEMH (such as high exclusion rates, poor attendance and disruptive behaviour necessitating detention or other sanctions) and time spent resolving difficulties are much reduced.

What are Restorative Approaches?

The **Restorative Approach** offers school leaders an alternative way of thinking about addressing discipline and behavioural issues and a consistent framework for responding to these issues. However, it is much more than a behaviour management tool. Restorative Approaches are values based and needs led. They must be part of a broader ethos or school culture that identifies strong, mutually respectful relationships and a cohesive school community as the foundations upon which teaching and learning can flourish.

Authoritarian vs Restorative

There are a few key differences between the more traditional, authoritarian approach and a restorative model of discipline. Both systems focus on accountability but where the authoritarian approach looks for someone to punish, the restorative approach looks to understand why something went wrong and to put things right so everyone can move on and no one is left damaged.

Authoritarian Focus / Restorative Focus

Rule-breaking / Harm done to individuals

Blame / Responsibility

Adversarial / Dialogue and Negotiation

Punishment to deter / Repair and reparation

Impersonal / Interpersonal

What is a Restorative Response?

When things go wrong, those affected are invited to share what happened, to explore the impact on those involved (i.e. who has been affected and in what ways they have been affected) and find out what needs to happen to put things right (or to make things better in the future). This approach will not only resolve the dispute but will help stop further issues arising. Just as with a more authoritarian approach, accountability is vital but with a restorative approach this is about things being put right, not punishment.

What are the key elements of Relational Practice?

Relational Practice is built on cohesive values, a sound understand of needs of the community and an ethos that identifies strong, mutually respectful relationships as the foundation upon which learners can thrive.

In schools that have take a restorative, relational approach, learners are given a lot of responsibility for decision-making on issues that affect their lives, their learning and their experience of school.

Restorative Approaches build upon a few fairly basic principles and values, including:

- **Genuineness** (honesty, openness, sincerity)
- **Respect** (valuing each other for who they are)
- **Empathy** (understand another's experience)
- **Responsibility** (being accountable)
- **Growth Mindset** (Optimism that people can learn and change for the better)

These principles and values should be practised in informal, day-to-day interactions with others. Teachers (and all adults in school) should model effective ways of building and maintaining emotionally healthy relationships and promote helpful, sociable attitudes. This will help to provide a positive social learning context that may not be available to some young people in other areas of their lives.

What needs to be restored?

Anything from more effective communication, a friendship, understanding of a different perspective to respect, understanding the impact of one's behaviour on others or reparation for material loss or damage. Something may need to be restored within an individual, e.g. a sense of security, self-confidence, self-respect or dignity. Ultimately, the process should result in the restoration of everyone's place within class, peer group or school community.