



Belgrave Primary School

Relationships Policy

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Relationships Policy

Aims:

- To build **strong and meaningful relationships** between all members of the Belgrave community.
- To promote positive behaviour so that everyone feels **safe, valued** and able to **fulfil their potential**.
- To **support** all members of the community to promote **high standards** of behaviour.

Core values:

- Everybody is **accepted** and **included** without exception. We are all part of the same team and all equal.
- We don't expect children to change to fit our school, but will **adapt** our approach to suit every child.
- We have three clear rules in school:
 - Be Safe.
 - Be kind.
 - Be a good listener and learner.

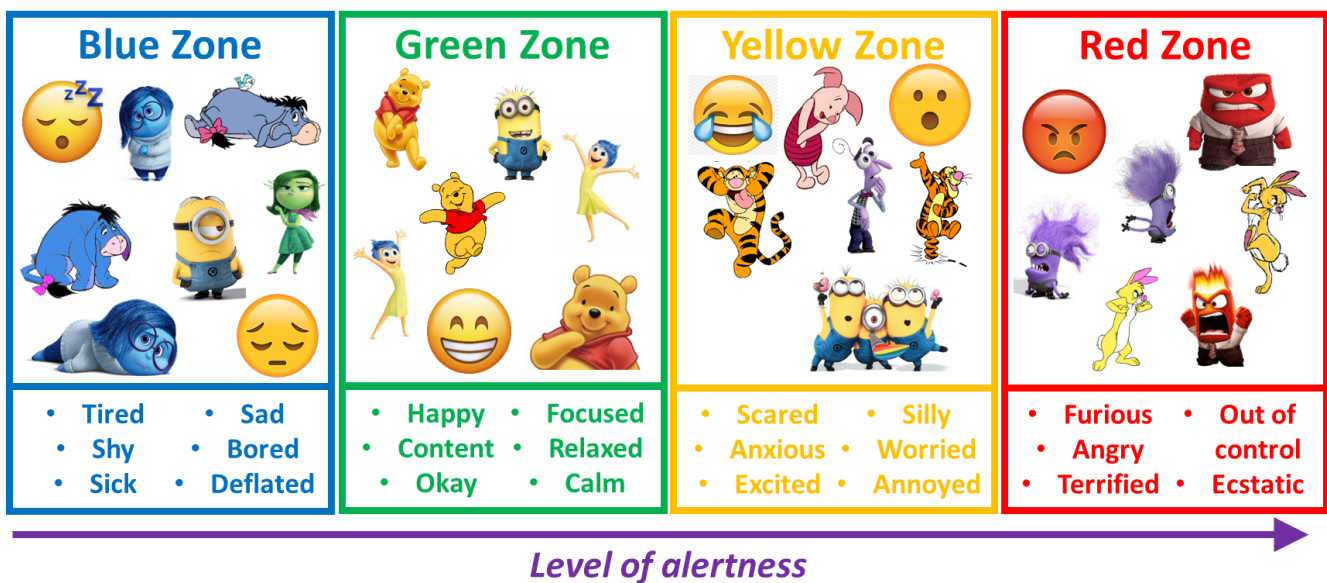
Implementation:

- Adults will:
 - Build positive relationships with others and put these relationships first.
 - Always be **calm** and **assertive**.
 - Set **high standards** for behaviour and model the behaviour they expect to see.
 - Insist that agreed **routines** and **structures** are adhered to – hold children to account for their behaviour.
 - Use language that models positive communication by being **polite** and **kind** to all others in school; language however, that also sets firm boundaries through being assertive.
 - Endeavour to **understand** the feelings, emotions and motivation behind the behaviour.
 - Be **curious** – enquiry based approach: ask why.
 - **Be human!** And sometimes we will make mistakes!
- Zones of Regulation used by all pupils across the whole school to:
 - improve self awareness (the ability to identify our own emotions and triggers).

- Teach social thinking (how our behaviour can impact others' thoughts and feelings towards us).
- To develop self-regulation (the process by which we learn to respond to things in a way that is appropriate to the situation).
- Find strategy from their toolkit to manage their self-regulation.

‘All zones are okay, but not all behaviours are okay.’

When children notice that their behaviour is not appropriate to the situation, it is a clue that they need to find a tool to manage their zone differently.



- Routines and structures will be used to manage behaviour effectively throughout all aspects of the school day. Adults will set **high expectations** and be **rigorous** in maintaining these. Examples of these are:
 - Morning and end of day greetings
 - Lining up at end of play.
 - How we move through school.
- Rewards – the main reward will be **praise** and positive feedback from adults with whom the children have strong relationships. This praise will mostly be informal and verbal, but other formal ways of giving praise will also be used (Head teacher awards etc...).
- Team Points and/or Gems will be used to reward whole classes or groups of children for maintaining high standards – these will be inclusive rewards.

- If an incident occurs, adults will:
 - **Regulate** their own behaviour and remain **calm** – ‘invite the child into your calm, don’t join them in the chaos.’
 - **Relate** - negative behaviour is often a miscommunication of a desire for support or help
 - **Repair** - a restorative approach will be applied, focussed on finding a solution to the problem with the child.
- Consequences – there will be no one set of consequences applied to all children. When an incident occurs there will be a **logical response**. It should be linked to the original transgression, eg: writing a letter of apology in their own time, finishing work off in a play time etc... An adult will work with the child to solve the problem – something that is **done with them and not to them**.
- **Reflection** is a crucial part of repair – it is **reflection that leads to change**, not punishment/ sanctions; a 2-minute reflection/ restorative conversation will sometimes be sufficient.
- For some children, a more structured and personalised approach will be necessary. This may include the use of **interventions** to support them with managing and regulating their own behaviour. This will still be based on forming positive lasting relationships with the adults in school and ensuring that the child feels valued and understood. It may include:
 - Use of social stories.
 - Nurture/ structured play time.
- It will be fair by treating children as individuals – this means that we will not necessarily treat all children the same. It is a **differentiated approach**, just as other aspects of our teaching and learning are.
- It will be a **flexible and personalised** approach that promotes self-regulation and intrinsic motivation (I do it because I know it is right) rather than extrinsic motivation (I do it because I fear the consequences/ want a reward).
- Key to the success of our behaviour policy is **high quality classroom practice** – teachers who form lasting relationships and deliver an exciting curriculum.

Never compromise on expectations, rigour and standards but act with tolerance and empathy.

Let faith be your driver, not fear.

As a teacher, model everything, every moment of the day.

Challenging behaviour = emotionally overwhelmed

Trauma-informed approach: aware of impact ACEs can have on children and ready to provide support if needed.

“Speak when you are angry and you will make the best speech you’ll ever regret.” Ambrose Bierce

“A word fitly spoken is like apples in baskets of silver.” Proverbs 25:11