



Barrowford
Primary School
Learn to Love, Love to Learn

Relationship Management Policy

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Aims

- Students will be encouraged to develop positive behaviour for learning in recognition of its importance as a lifelong skill.
- To provide a safe, happy and friendly environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.
- To enable staff to support children with their behaviour through providing students with strategies to manage their own behaviour.
- To maintain a calm and purposeful working atmosphere.
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- To provide a clear, fair and consistent approach to behaviour.
- To foster, nurture and value strong and healthy relationships.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.

At Barrowford, we recognise that most children self-regulate their behaviour and behave very well every day and never need reminding about how to behave appropriately. We want to encourage these children and encourage the children who may not behave appropriately sometimes to manage their behaviour positively.

At Barrowford School, we have the following underpinning principles:

- Positive relationships are imperative to our practice between all members of our school community.
- Children and adults have a sense of belonging, feeling safe, secure and valued.
- People learn to cope with all aspects of their lives with support from others.
- The importance of fostering social relationships in a school community of mutual engagement.
- Responsibility and accountability for one's own actions and their impact on others.
- Respect for other people, their views and feelings and circumstances.
- Empathy with the feelings of others affected by one's own actions.
- Fairness.

- Commitment to an equitable process.
- Active involvement of everyone in school with decisions about their own lives.
- A willingness to create opportunities for reflective change in pupils and staff.

We have in place a variety of praise systems to promote good behaviour:

- Clear and concise expectations of behaviour will be described, modelled and encouraged through collective worship, class assemblies and in class time to ensure that all children understand what is appropriate.
- Unconditional positive regard reinforced with all pupils and stakeholders at all times
- Verbal and written praise from the class teacher or other adult in school for good learning, effort or behaviour.
- Children who have done some great learning will be asked to share their learning with other teachers and classes.
- Teachers will share information about a child's behaviour – either by the phone, face-to-face, email, Facebook or using postcards to parents – to celebrate appropriate behaviour.
- Every Friday, a Celebration Assembly will be held. Parents will be invited. Each class will have a representative who will share their class' learning from the week. Whenever possible this will be linked to the Rounded and Grounded focus of that week. All new children to the school will be welcomed and introduced to everyone and children who have received awards for activities out of school will also receive those in assembly.

However, we understand that occasionally children will behave inappropriately for whatever reason. When children display this behaviour, there are several layers of consequences in place to encourage them to manage their behaviour in a positive way. As a practitioner you should always thinking 'all behaviour is communication' and what is the child trying to communicate.

- Trained staff using 'Team Teach' to manage pupils who may potentially cause harm to themselves or others around them.
- The context of the situation is to be always taken into account.
- A child is not to be defined as naughty. It should be explained to the child that they have made a wrong choice. You linked your feelings about the behaviour actions and not the child.
- The following phrase is to be used with our children to remind them about belonging. Children should be placed within a class from their own phase so as to not cause any humiliation.

'You know I think you are wonderful etc but that mistaken behaviour shows me that at this moment in time it would be best for you to have some time here where these children can help you to stop making that mistake.'

`To belong here this is what we do to belong ...` (Tell the child what to do, not what not to do.)

- Children are not defined by an event. They are allowed to make mistakes and can learn from them. Once a situation is dealt it is finished and this needs to be clear to the child.

Restorative Approach

Our relationship policy is not primarily concerned with rule enforcement. It is a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn.

Restorative approaches are based on four key features:

RESPECT – for everyone by listening to other opinions and learning to value them

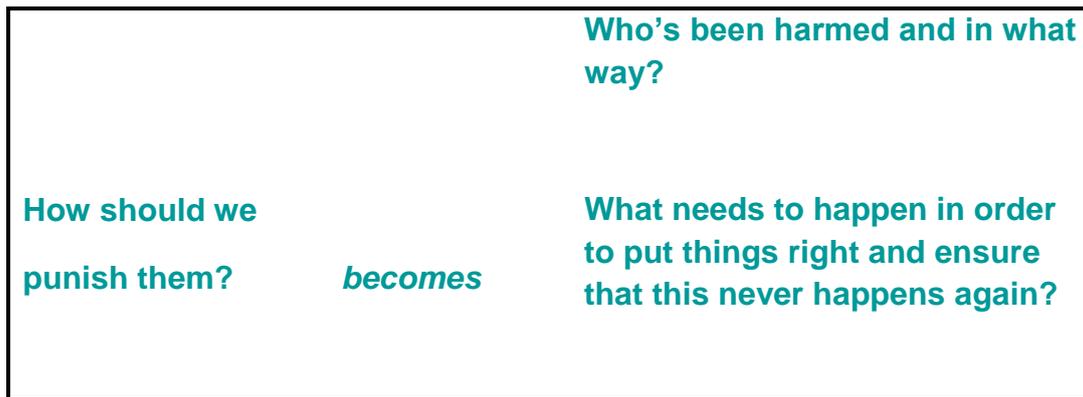
RESPONSIBILITY - taking responsibility for your own actions

REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education

This school use restorative approaches to encourage everyone to take responsibility for their behaviours. All staff have been trained in restorative approaches and will apply them to resolving situations in the school. This approach starts with a restorative enquiry, if conflict arrives, over low level issues i.e. friendship breakups, disputes over games, running in the corridor and not responding to reasonable adult requests.

| <u>Traditional</u> | <u>Restorative</u> |
|--------------------|--------------------|
| What's happened? | What's happened? |
| Who's to blame? | <i>becomes</i> |



When using restorative questioning the following questions will always be asked in a quiet and appropriate area of the learning space. Questions will be first asked to the person who has been harmed and then to the harmer.

- **Tell me what happened?**
- **What were you thinking? And now?**
- **How did you feel? How do you feel now?**
- **Who else has been affected?**
- **What do you need / need to do to fix this / move on?**

Explain format:

- Only one person talks at a time.
- No interrupting.
- Be respectful to each other.
- Listen carefully to each other.
- Confidentiality-explain that this is between the people involved (plus parents if required).
- Be aware of any matters RE: Child Protection. If something is disclosed appropriate measures are to be taken in order to follow the school's child protection policy.
- If young people do not meet expectations or are still /become angry, stop mediation!

If incidents are sustained or reoccur a restorative conference may need to take place with all the appropriate affected people.

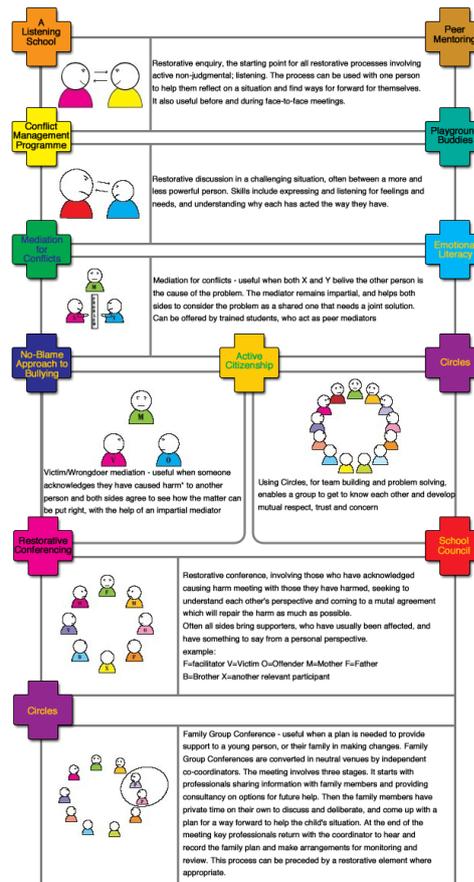
Consequences will be appropriate and will be chosen and agreed between all participants involved. To ensure that a consequence is never associated with a curriculum area e.g. writing lines, reading, times tables.

Feedback to parents should be given when a child has been harmed. Any member of staff should use their professional judgement as whether the parent of the harmer

are informed of the incident. It should always be made clear to the parent that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved.

Levels of restorative approach:

- Restorative conversations
- Classroom restorative conferences
- Restorative Conferences
- Peer mediators



Exclusions

At Barrowford School we recognise the damaging effects of excluding children as it leaves them open to further social exclusion which increases the chance of future harm.

First Draft: September 2013
 Second Draft June 2014
 Drafted by: Katie O'Sullivan