



*Mutual respect*

*Ambition for all*

*Nurture*

# **Relationships (including behaviour) Policy**

March 2025

## Policy Document Version Control

|                                   |  |
|-----------------------------------|--|
| <b>Responsibility for Policy:</b> | <i>Head of School</i>  |
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| <b>Related Policies:</b>          |  |
| <b>Minor Revisions:</b>           | <i>DfE Policy updates<br/>Added details of reflective mats and visuals in appendix 1</i> |
| <b>Major changes</b>              |  |
| <b>Full re-write</b>              |  |

## **Mission:** Be The Best You Can Be

**Vision:** Providing a world class primary education, producing adults who change the world

At Whitley Village Primary School, we provide a holistic educational experience which produces citizens who are happy and emotionally and physically healthy. They will contribute positively to their societies and are adaptable to a rapidly changing world.

Our pupils will learn to be intrinsically motivated life-long learners, who work hard to achieve their aspirations and who engage in blue-sky thinking. They will use their academic prowess, strong skills of communication and initiative to achieve their potential and become fulfilled individuals.

Pupils leave us with us with a strong moral compass, at ease with themselves and confident to enter their next phase of life. They are appreciative of the plurality of society and are thoughtful, creative individuals who overcome barriers and challenges.

In time, our pupils will utilise the choices they have at their fingertips to change the world for the better. We achieve this vision through our daily mission: be the best you can be and by remaining true to our core values of mutual respect, ambition for all and nurture.

### **Values:**

#### Mutual Respect



#### Ambition for all



#### Nurture





**We are a Rights Respecting School with No Outsiders**

### **Rights Respecting School:**

As a Rights Respecting School we promote respect, dignity and non-discrimination, to establish and build upon shared values, adults and pupils collaborate to produce a class charter by choosing three rights which they feel are most relevant. The charter is displayed in the classroom and is a reminder of the shared values and principles. It is a point of reference and signifies the shared enterprise and acts as the 'social glue' to bind everyone together. As a Rights Respecting School, our children are treated as equals by their fellow pupils and by the adults in the school.

Positive relationships are essential for all things positive to happen within an effective school. We place building strong, positive relationships at the forefront of everything we do at Whitley Village Primary School and ensure that all our practice is trauma informed.

We are always aware that we, as staff who work closely with our pupils, share responsibility with the parents/carers for the children in our care and make every effort to provide the care which any responsible parent would be expected to make.

At Whitley Village Primary School, we expect and encourage respectful behaviour and self-regulation from all pupils in order to achieve an environment which enables emotional development, effective learning and high standards. We achieve this through visible consistency which is tightened through three simplified core rules:

**Ready  
Respectful  
Safe**

These are referred to and used regularly by all pupils and staff at all times.

Our aim is to provide an inclusive, calm, quiet atmosphere in the school and to encourage children to move around in a respectful manner. However, our expectations of the children can only be realised through the co-operation and support between home and school. Should any difficulties be encountered, we invite parents to work with us to resolve them. Within school, positive relationships are the collective responsibility of every member of staff and this extends beyond the individual classroom, to cover every child and every area of the school and playground.

We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs and Disabilities (SEND). The recent SEND reform (2015) has removed behaviour as a special needs and now concentrates on the reasons for behaviour under the umbrella of 'Social, Emotional and Mental Health needs'.

### **Article 28: Discipline in schools must respect the child's dignity and rights**

#### **Aims of the Policy:**

- To fully embed a trauma-informed approach at Whitley Village Primary School
- All pupils will be treated with unconditional positive regard

- To develop a moral framework within which children can mature emotionally and in which relationships can flourish
- To enable children to develop a sense of self-worth, respect and tolerance for others
- To produce an environment in which children are ready, respectful and safe
- To develop practices which support pupils to regulate / self-regulate

### **Objectives:**

For children to show:

- Self-respect
- Self-confidence
- Self-control
- Self-regulation
- Respect, courtesy and tolerance towards teachers, other staff and towards each other
- Pride in their achievements
- Interest in their activities
- Empathy with others' feelings
- Respect for their environment and community

### **School Parliament:**

The purpose of the School Parliament is to encourage mutual respect between members of the school community, to help develop strong values and attitudes and to enable all pupils to feel that their views and opinions are important within the context of the whole school.

Each year group, from Y1-Y6, elects one pupil to represent them. These representatives are presented with a badge to show that they are on the School Parliament. The communication from each year group, via their representatives, leads to discussions which reflect group feelings and opinions. Meetings are held and minutes are displayed for reflection and discussion.

The School Parliament are responsible for making decisions about all aspects of school life which affect all pupils. Having contributed to the decision-making process through their representatives, each pupil has some degree of possession of the outcome.

The discussions, feedback and decision making contribute to pupils own awareness of the need for individual and group discipline. This, in turn, contributes to improving behaviour, helps to prevent bullying and encourages trust and teamwork.

### **Reception Buddies:**

At the beginning of each year children are selected to be 'Reception Buddies'. Part of their role is to be a contact for children who feel that they have no one to play with or feel that someone is being unkind to them. They are asked to report any of their concerns to their class teacher or Teaching Assistant.

### **Greeting Pupils and Parents:**

At the start of every day, children and parents are greeted by staff with a warm smile and a personalised hello. All staff will demonstrate unconditional positive regard welcoming all unconditionally. Each day at Whitley Village Primary School is a fresh start.

### **Rewards:**

We believe that pupils respond well when they are rewarded. We also believe that rewards support a pupils understanding of the value of showing respectful behaviour. This is evident from the systems

of rewards that are in place and in the displays around school. Achievement is celebrated in every classroom and **all** efforts are valued.

## Forms of Rewards:

1. **Verbal comments of specific praise** are given regularly by all teachers, teaching assistants and other members of staff. We aim for them to be clear and sincere.
2. All children at Whitley Village Primary School collect **Dojos** from Reception onwards. These are points that can be earned for anything which is pleasing (good work, good behaviour, manners, etc...). Any adult in school can reward a child with 'Dojo', which are added electronically to the child's individual 'Dojo' avatar and can be seen visually on the classroom and iPad screens. Dojos are never removed from a child.
3. Children collect their Dojos and can decide when to 'cash them in', before reverting to 0 Dojos again. They can cash in their Dojos for prizes of varying worth at 50 Dojos, 200 Dojos, 400 Dojos and 1,000 Dojos.
4. **Celebration Assemblies** are held weekly to celebrate achievement and effort in their work, reading and birthdays. Parents are encouraged to attend. We strongly believe in the importance of developing the whole child. We therefore also celebrate all other achievements and accolades, such as sporting certificates/medals, awards from achievements outside of school and any other causes for celebration within this public assembly.
5. Each week staff choose two pupils from their class to receive a '**Pupil of the Week**' certificate in Celebration Assembly. These pupils will receive a certificate stating what they have done to achieve this award and the teacher will talk about/show some of the pupil's work. These certificates are awarded for work within the classroom, rather than personal/social endeavours. Staff will often associate a Characteristic of Effective Learning with the reason a pupil receives a certificate. Copies of the certificates are then displayed in school for visitors, parents, staff and other pupils to admire for the week to follow.
6. Pupils receive their **Accelerated Reader** and **Mathletics** certificates and badges during Celebration Assembly. We also celebrate achievements that are made out of school. Certificates and photos are displayed in the hall.
7. Each month we also celebrate a pupil that has particularly exemplified our value of the month. This is awarded during one of our celebration assemblies.

## Our restorative approach:

All adults at Whitley Village Primary School understand how trauma can impact upon an individual in a range of ways. Our aim is that all staff can help pupils to navigate their way through these difficult periods and support them to self-regulate. All staff understand that firm, well communicated boundaries are necessary, but staff are well-trained in developing relationships that are positive and encouraging to enable pupils to improve their conduct. Our school and Trust Values mean that we never use fear, intimidation or shame when working with a pupil who is demonstrating unwanted behaviours. Staff are enabled to fully incorporate a restorative approach with the pupils they care for. We achieve this by allowing them time, a safe space and further support if needed. We vow to never display behaviours or language which indicates to a child that we have 'given up' on them.

To support pupils to succeed, who may need a different approach when having a restorative conversation, we use 'Reflective Reports' and 'Restorative Resource Mats'. These allow pupils to communicate their feelings and information about an incident rather than through discussions only. See appendix I

We understand that there will be times where our pupils struggle with or are unable to self-regulate. Any negative behaviour is interpreted as an inability to communicate, a lack of understanding or a reaction to a challenge, whether extrinsic or intrinsic, and this may be displayed by a pupil not successfully managing the 3 school rules; ready, respectful and safe.

After a child has demonstrated behaviours that do not meet our core values the staff in class will spend time with the child at the following break or lunch time in order to better understand the situation and to support the child in a restorative manner.

Some possible questions that could be used during this 'repair' time are:

1. What happened?
2. What were you thinking at the time?
3. What do you think about what happened now?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Head of School and SENDCo, Mr David, will look to identify any pattern in a child's behaviour. He will monitor any possible triggers and offer support and guidance for the child, staff members involved and family.

### **Pupils who require further support**

All pupils who attend Whitley Village Primary School are valued. Staff are highly trained to support all pupils to achieve self-regulation and to encourage all pupils to demonstrate respectful behaviour. We understand that there are many children whose behaviour communicates an unmet need. Where staff feel that children require additional support to regulate, discussion will be held with the SENDCo, Mr David, to identify appropriate provision. An agreed individualised plan will then be formed in collaboration with the pupil and shared with all adults who come into contact with the pupil and their family.

### **Communication with home**

Clear and consistent communication with parents, carers and families can only have a positive impact on our pupils' success in school. We understand that all families are different, and therefore communication may come in different forms. We may communicate with families often or only at certain points in the school year. We will remain flexible to the needs of the pupil and the needs of our parents/carers in achieving consistently positive communication.

### **De-escalation**

Every effort will always be made to de-escalate a situation to ensure that learning can continue in a safe and positive environment. There are many ways to do this such as distraction, humour, change of task or person, and/or partial agreement. On occasions there may be times when it is necessary to escort a child to safer environment where they can be supported throughout although never left isolated. The amount of time in a withdrawal space will be monitored.

In the event that it is necessary to hold a child in order to 'prevent a pupil from committing an offence, causing personal injury or damaging property'\*, parents of the child will be informed by phone call or in person. The incident will be recorded in a 'Bound and Numbered' book and recorded on CPOMs.

See Link Below

[\[\\*Education and Inspections Act 2006, Section 93, paragraph 465\]](#)

### **Suspensions & Permanent Exclusions:**

In very exceptional circumstances it may be necessary for a child to be suspended or permanently excluded from school. The Executive Headteacher (or Head of School in the Headteacher's absence) will decide whether to suspend or permanently exclude a pupil, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Please see our Suspension and Exclusion Policy for further information and the latest DfE Guidance.

*This Policy should be read in conjunction with our Suspension and Permanent Exclusion Policy, our Preventing & Tackling Bullying Policy and our SEND/Inclusion Policy.*

Government guidelines include: 'Behaviour in Schools' (September 2022);

'Suspension and permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (August 2024);

'Special educational needs and disability code of practice: 0 to 25 years' (January 2015).

Education Endowment Fund: *Improving Behaviour in Schools*

If parents would like to find out more about a trauma informed approach' they can access the CWAC website: <https://westcheshirechildrenstrust.co.uk/our-way-of-working/our-model/>



# Appendix I

|                               |                        |               |              |                     |
|-------------------------------|------------------------|---------------|--------------|---------------------|
| broke something               | scribbled on something | hurt an adult | hurt a child | was unsafe          |
| took my clothes off           |                        |               |              | wasn't respectful   |
| swore at someone              | <b>What happened?</b>  |               |              | wasn't ready        |
| didn't listen to instructions | threw something        | ran off       | tore my work | something different |

|         |   |          |        |                     |
|---------|---|----------|--------|---------------------|
| worried | fidgety                                   | confused | angry  | sad                 |
| anxious |   |          |        | excited             |
| giggly  | <b>What were you thinking or feeling?</b> |          |        | distracted          |
| silly   | fizzy                                     | anxious  | scared | something different |

|           |                               |           |          |                |
|-----------|-------------------------------|-----------|----------|----------------|
| me        | a friend                      | a teacher | an MDS   | my class       |
| my mum    |                               |           |          | other children |
| my dad    | <b>Who has been affected?</b> |           |          | group          |
| my family | people in the community       | animals   | my carer | someone else   |

|                    |  |                   |                      |                     |
|--------------------|--|-------------------|----------------------|---------------------|
| write it down      | write a letter                               | talk with someone | say sorry to someone | fix something       |
| have thinking time |  |                   |                      | tidy up             |
| make a change      | <b>What needs to happen to put it right?</b> |                   |                      | clean something     |
| make a plan        | practice                                     | finish my work    | get dressed          | something different |

|        |                             |        |         |                     |
|--------|-----------------------------|--------|---------|---------------------|
| sad    | sorry                       | guilty | ashamed | scared              |
| fizzy  |                             |        |         | worried             |
| hungry | <b>How do you feel now?</b> |        |         | unsure              |
| tired  | calm                        | better | okay    | something different |

|                         |                             |                     |                              |                         |
|-------------------------|-----------------------------|---------------------|------------------------------|-------------------------|
| talk to a trusted adult | ask to go outside           | go to my calm space | go to the regulation station | get a fiddle toy        |
| count to 10             |                             |                     |                              | use an ALD              |
| walk away               | <b>Next time I could...</b> |                     |                              | tell someone how I feel |
| play with someone else  | ask for help                | make a change       | take deep breaths            | something different     |