

Ballacottier Primary School



Relationship Policy

Approved by:	Full Governing Body
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Ballacottier Primary School Relationship Policy

Policy Statement

At Ballacottier Primary, we work to create a climate of mutual respect and openness. We want everyone to work together, to ensure our learners, staff and parents benefit from a culture which promotes self-esteem, trust, compassion, mutual respect, and which recognises rights and responsibilities of our learners, based upon trust. We ensure that excellent behaviour is a minimum expectation for all. This policy underpins our core values:

- *Treat people as you would want them to treat you – respect, value and support each other.*
- *Create happy memories through positive experiences.*
- *Be brave, be yourself, be proud to be you,*
- *Always aim high and have high expectations.*

Pivotal Practice

Every member of staff has access to a copy of the book, 'When the Adult Changes, Everything Changes' by Paul Dix.

This practice underpins our approach to positive and inclusive behaviour, promoting an ethos of kindness and visible consistency in adult behaviour across the school. We aim to build relationships with pupils, showing an interest in their life and showing daily acts of care.

Broad principles:

- ◆ Be Ready
- ◆ Be Respectful
- ◆ Be Safe

Five Pillars of Pivotal Practice:

1. Calm, kind, consistent adult behaviour
2. First attention to those doing the right thing
3. Relentless routines
4. Scripting difficult conversations
5. Restorative follow up

Consistency in Practice

- Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring 'certainty' at the classroom and senior leadership level. Teachers/support staff should take responsibility for behaviour interventions, seeking support if needed. A Ballacottier Team approach.

- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent, consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations: Referencing appropriate behaviour, visual cues, and appropriate signage.
- Consistent respect from the adults: Even in the face of disrespectful learners! Staff model the expected behaviour.
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.
- Consistently reinforced rituals and routines for behaviour: In classrooms, around the school, at reception, in the dining hall etc.
- Consistent environment: calm and inclusive classroom approaches with everyone's opinions valued and respected. Physical environment calm and clutter free

All staff

- Meet and greet at the door
- Refer to 'Be Ready, Be Respectful, Be Safe' during verbal exchanges
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition board throughout every lesson.
- Be calm and give 'take up time' when going through the steps. Prevention before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are not meeting expectations of behaviour.

Senior leaders will:

- Refer to 'Be Ready, Be Respectful, Be Safe'
- Be a visible presence around the school
- Never ignore or walk past learners who are not meeting expectations of behaviour.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Engage with staff to support learners with more complex needs.

Recognition and rewards for effort:

We recognise learners who go 'over and above'. A quiet word of personal praise can be as effective as a larger, more public, rewards. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Each classroom will have a mobile Recognition Board. All teachers and sports coaches should use the board in all lessons. The teacher will choose a focus related to one of the three school values to be noted on the board. The duration of the focus is up to the teacher. Pupils will be added to the board when they demonstrate the target as a way of recognition. All pupils should strive to be on the board and encourage other classmates to achieve the focus. Until the focus changes pupils who have achieved the focus remain on the board.

Classroom/teaching space:

Engagement with learning is always the primary aim. Each class will have age-appropriate rewards within their classes. (eg. Secret student/ whole-class instant rewards like game outside/ raffle tickets etc.) to motivate pupils.

For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed to refocus. Every minute a learner is out of the lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Focus on and praise the behaviours wanted and expected. Address negative behaviours non verbally and follow up later using 'Ready, Respectful, Safe' as a basis for discussion. Sometimes a simple reiteration of expectations without discussion is all that is required. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour:

Learners are held responsible for their behaviour. Staff will deal with behaviour themselves, seeking support from others including SLT if needed. Staff will use the steps in the 'relationship blueprint' for dealing with poor conduct.

The flyby: A quick and quiet reminder of the instruction and the expected behaviour you are looking for.

The reminder: A reminder of the expectations for learners; Ready, Respectful, Safe delivered directly to the learner. The adult makes them aware of their behaviour. The learner has a choice to do the right thing.

The warning: A clear verbal warning delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. Scripted approaches at this stage are encouraged:

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Ballacottier Script (30 second intervention)

I have noticed you are...	Gentle approach, personal, non-threatening, side on, eye level or lower
You have chosen to...	State the behaviour that was observed and which rule/expectation it contravenes
We would like you to...	Tell the learner what the consequence of their action is eg. Who it is affecting and how – refer to previous good behaviour
Thank you for listening...	Walk away and allow the learner time to decide what to do next – if there are comments as you walk away do not respond to them and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

The time-out: The learner is asked to speak to the adult away from others; Boundaries are reset; Learner is asked to reflect on their next step. Again, they are reminded of their previous conduct/attitude/learning. The learner is given a final opportunity to re-engage with the learning/follow instructions.

If learners still do not engage, staff should use an agreed time-out area, usually within a shared area where the child is visible to other staff.

If after take up time the learner is still not ready to return to class, they should be escorted to another classroom space, in a different key stage area.

In more extreme situations the SLT will need to be involved. On some occasions contact will need to be made with parents.

The Restore: Once the learner has had time to reflect, a 2 minute restorative conversation will be held with the learner. This may be at the beginning of break/lunch time when the other children are not present to discuss how they are going to restore the relationship or resolve the disruption to their learning.

Staff will carry out positive behaviour approaches calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

We do this in a number of ways:

- Staff know children well, as individuals, and provide support where it is needed, both in the classroom and in the playground.
- We maintain high expectations of behaviour and ensure that children know what is expected of them and what will happen if they do not use the strategies and supports available to help them follow the school rules.

- Staff are very aware of the need for strong relationships and trust and know that they have a significant part to play in helping children repair any rupture in a relationship.
- By using restorative approaches, children are encouraged to speak about their actions with honesty and reflect on the impact their actions have on themselves and others. Children and adults are aware of the importance of repairing and sustaining strong relationships.
- We understand the impact of trauma and adverse childhood experiences.
- We have high expectations of our children, and staff model positive attitudes towards children and their families, treating everyone with respect and compassion.
- Class agreements outline individuals 'rights and agreed responsibilities'.
- Pivotal practice is used which promotes effective approaches to behaviour and relationships.
- We actively encourage parents to share in their child's learning through open events, home learning and meetings with their child's class teacher.
- We have a high level of support from parents and carers.
- We build a sense of pride in the school, amongst our children. This is promoted through assemblies as well as class work, where children's work, behaviour and achievements out of school are publicly celebrated.
- We use 'Restorative Approaches' when children find themselves in conflict with other children/are struggling with relationships. This enables children to reflect on their behaviour, and its impact on other people, and to make sincere amends.
- We promote a 'no blame' approach, to allow children to change their behaviour without creating opportunities for resentment, or by using punitive responses which can damage relationships.
- If a conflict has occurred, we act in a way which helps everyone involved repair and rebuild relationships, restore trust and agree a way forward.
- If parents have any concerns, we take these seriously, and follow them up.
- Class teachers promote self-esteem through positive feedback. Children who model our school values well are celebrated. (This may be verbal feedback, a note home or a Superstar award).

Following discussions with SLT, class teachers will inform parents if we are worried about their child or have concerns about their child's behaviour. Meetings around this are positive and focused on support.

Our weekly assemblies focus on aspects of citizenship, wellbeing, friendship, children's rights and community, as well as key events in the year's calendar.

Some of our older children are trained as Buddies for our early years learners, to encourage them to play well together at breaks and lunchtimes. We also have Year 6 prefects with specific responsibilities including being a positive role model to their peers. We have also improved our playground facilities and equipment to make break times and lunchtimes more enjoyable for our children, and to reduce the likelihood of disputes or 'falling out'.

Having gained parental consent, the SLT seek advice and support from external services, e.g. Educational Psychologist to support children who may struggle, at times, with relationships in school.

We share information with each other, as a staff, in a professional manner, to support children who have additional needs, or those who need a bit of extra attention.

However, conflict and inappropriate behaviour does occur from time to time, causing relationships to suffer, and this is treated seriously.

The staff throughout the school use restorative approaches to help children deal with conflict and disagreements and follow procedures to inform parents early to deal with most incidents. However, repeated incidents or incidents of a more serious nature (eg.. damaging school property) are handled by our Senior Leadership Team.

Our response to bullying has, at its core, the value of restoring and repairing relationships. It emphasises tolerance, care and respect for other people.

The whole school community has the responsibility to help create a secure and safe learning environment, where children, staff and parents can be confident they will be treated with respect and compassion.

We wish to create a climate at Ballacottier where everybody encourages respect, values opinions, celebrates differences and promotes strong relationships. This will make it all the more difficult for bullying behaviour to occur or be tolerated. Bullying is unacceptable, and all adults and children should be aware of the role they play in addressing bullying behaviours.

Links to Other School Policies

- Anti-Bullying Policy
- Safeguarding
- Pastoral Care
- Health & Safety
- Inclusion

Resources to support our Relationship Policy:

- Class Recognition Boards consistently used across the school
- Isle Listen workshops in Key Stage 2
- Ballacottier Relationship Blueprint designed and agreed by school staff

October 2024

Ballacottier Relationship Blueprint

'This is how we do it at Ballacottier'

We expect adults to ...

1. Be consistent
2. Be calm
3. Be positive
4. Be fair
5. Be patient

Our school rules...

Steps to success

1. Be safe
2. Be respectful
3. Be ready

Over & above behaviours

1. Celebrating success with others
2. Superstar Award
3. Phone call home
4. Note home

Be kind, caring and consistent'

Stepped sanctions...

1. Non verbal reminder.
2. Verbal reminder (use 30 sec script).
3. Moved within the classroom
4. Moved to shared area
5. Moved to another classroom.
5. Involvement with SLT.
6. Formal contact with parents - invited in.

Allow take-up time at each step

30 second script

I have noticed that ...
(identify general negative behaviour / attitude).

You have chosen to...
(identify specific negative behaviour).

We would like you to...
(identify positive behaviour).

Thank you for listening...

Praise when behaviour is corrected.

Restorative Questions

1. What happened?
2. How were you feeling at the time?
3. Who has been affected by your behaviour?
4. How do you think it made them feel?
5. How can you make it better?
6. How would you handle it next time?

When the adults change, everything changes.

BEHAVIOUR DIFFICULTIES

Ballacottier Staged Approach

