



High Meadow
Community School

Relationships and Behaviour Policy 'SAFE, RESPECTFUL and READY'

This policy and our practice have been hugely inspired and influenced by the book 'When the Adults Change, Everything Changes' by Paul Dix (2017), www.innerworldwork.co.uk, www.beaconhouse.org.uk

"Schools that believe children should get what they deserve respond to poor behaviour differently to schools that believe children should get what they need"

Paul Dix, 'When the adults change, everything changes' (2017)

At High Meadow Community School we believe that the most important aspect in children feeling valued, safe and secure is the sense of connection and trust with a member (or more than one member) of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about how they are feeling and what they are doing. **Strong relationships between staff and pupils are vital.** Staff must be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally staff must be approachable, kind and be there to help and discipline (not there to punish) and children must understand and believe this. If a member of staff is having difficulties with an individual or group of children they are expected to seek support in order to make a positive change.

This policy is developed to ensure guidance for staff (and information for parents and governors) in order to promote safe, kind and respectful behaviour in school. The procedures and guidance in this document provide a consistent approach across the school and enables children, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this can be discussed with a member of SLT.

The aims of this policy are ...

- To provide a safe, happy, friendly and respectful 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 feelings and behaviour through providing students with strategies to manage their own feelings and 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.



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- 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 High Meadow Community School, we recognise that most children self-regulate their behaviour and behave very well every day and never need reminding about how to behave safely. We want to encourage these children and to help and encourage the children who may find it difficult to behave safely at all times, to understand and manage their behaviour more safely. Ultimately, we recognise that...

**Burying children in punishment
builds a deep resentment**

**For the child it often creates a
permanent breach of trust**

Paul Dix: When the adults change everything changes

Recognition systems to promote safe behaviour

As a starting point, we have in place a variety of systems to promote safe behaviour:

- Clear and concise expectations of behaviour (Safe, Respectful and Ready) will be described, modelled and encouraged through class assemblies, playtimes, lunchtimes and in class time to ensure that all children understand what is acceptable and safe.
- Unconditional positive regard will be 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 to parents – to celebrate kind, respectful and safe behaviour.
- Every other Thursday, a Shining Stars Assembly will be held. Parents will be invited. Each class teacher will nominate up to three children who have demonstrated one of our 'Learning Powers' and they will receive a certificate for their achievement.
- Every Tuesday, the headteacher will award the 'Kindness Cushion' to a child from each class who has shown kindness to someone in the school community.
- The awarding of individual class 'Do-jo's' are used in every class.
- Interactive Recognition Board in each class which recognises children who have shown Safe, Respectful and Ready behaviours



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Growing together, every day, in every way



Supportive systems to understand and change unsafe behaviour

We understand that occasionally children will behave inappropriately. When children display unsafe behaviour, there are several layers of consequences in place to encourage them to manage their behaviour in a positive way. We use **Restorative Approaches** and **Natural Consequences**

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.

Our school uses 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 arises, over low-level issues i.e. friendship breakups, disputes over games, running in school 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>	Who's been harmed and in what way?
How should we punish them?	<i>becomes</i>	What needs to happen in order to put things right and ensure that this never happens again?



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Process of Restorative Approach

When using restorative questioning the following questions will always be asked in a quiet and appropriate area of the learning space.

Explain format:

- Only one person talks at a time.
- No interrupting.
- Be respectful of other.
- Listen carefully to each other.
- Confidentiality - explain that this is between the people involved (plus parents if required).
- Be aware of any matters i.e. 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!

Questions will be first asked to the person who has been harmed and then to the harmer.

EYFS and Key Stage 1

- What's happened?
- Who has been harmed and in what way?
- What needs to happen now in order to put things right and ensure this never happens again?

Key Stage 2

- What do you think happened?
- How did you feel?
- What were you thinking?
- How do you feel now?
- What are you thinking now?
- Who has been affected?
- What needs to happen now to fix this?

If incidents are sustained or reoccur, a restorative conference may need to take place with all the affected people. Actions to repair the harm will be reasonable and meaningful and related to the incident and will be chosen and agreed between all participants involved. We ensure that a consequence is never associated with a curriculum area e.g. writing lines, reading, times tables. Feedback to parents will be given when a child has been harmed. The parent of the harmer may also be 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.



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Natural Consequences

We help support children to make the right choices, first time, through a series of 'natural consequences'

All staff will consistently use the following sentence stems to make explicit the expectations of children who are beginning to show unsafe behaviour.

1st Stage: First verbal reminder

This stage makes explicit the expectation. Examples are...

"I am expecting you to.....(not talk when I am talking, etc)"

"It was the rule about....(walking safely round school) that you broke then"

"This behaviour is stopping learning. What do you need to behave safely?"

2nd Stage: Second verbal reminder

This stage makes explicit the expectation followed by the natural consequence. Examples are...

"I am expecting you to complete your work. When children do not finish their work, they will need to stay in to finish it at playtime"

"I am expecting kind hands at all times. When children don't use kind hands they need to sit/ play separately from others so everyone can be kept safe"

"I am expecting you not to spit. When someone spits I need to keep them inside so everyone else can be kept safe, spitting is not safe. I will need to talk with parents about this.

3rd Stage: Implement consequence highlighted in the 2nd stage

4th Stage: If behaviour was repeated again

"I can see you are still finding it hard to.../ not to.... I am not going to give up on you, how can I help?"

5th Stage: Introduce Social and Emotional Plans (SEP) with parents

If you need further clarification about any of these strategies then please contact your class teacher.

Further support if required

At High Meadow we are always thinking 'all behaviour is communication' and we ask ourselves 'what is the child trying to communicate?' We realise that sometimes this can be different for every child who has their own packet of needs so may look different in each individual case.



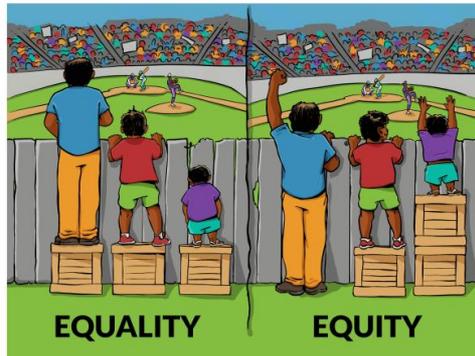
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Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)



- As much as all classrooms embody the nurturing ethos, some children who need extra support may access Nurture provision. This may be on an ad-hoc basis in that there has been an unforeseen circumstance (such as a bereavement, traffic accident, family breakdown) that has affected a child's wellbeing.
- Other children who need more specialised support will be identified and assessed in order to support gaps in their development. They will have a short-term set timetable of time to spend in Nurture provision before being integrated back into their class.
- A child may be identified by a class teacher as needing extra emotional support and a cause for concern form will be completed for that child. This may result in a child receiving extra support from play sessions, play therapy, lego therapy and/or counselling.
- Children who need extra support will have Social and Emotional Plans (SEPs). These plans will be written and reviewed by the child's class teacher. They will be reviewed at the end of each half term with the child, the child's parents and members of the SLT but can be adapted any time.

**Why crush behaviours with punishment
when you can grow them with love?**

**Visible consistency with visible kindness
allows exceptional behaviour to flourish**

Paul Dix: When the adults change everything changes

Policy agreed by SLT, staff and Governors – Sept 2020. Review date – Sept 2023



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