Spalding Parish Church of England Day School

Wholly inclusive, striving for fulfilment,
empowering the flourishing of our world.

Relationship and Behaviour Policy

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Vision

Wholly inclusive, striving for fulfilment,
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Inclusive - Our inclusive community honours each person and ensures they know they are valued and valuable. Spalding Parish is a family where all members of our school community care for each other. This is evident through the level of support that is both given and received.

Fulfilling - Through challenge and support, staff work extremely hard to ensure that children reach their full potential and set high standards, both of pupils behaviour and in the work they produce. We recognise that it is important, not only for our pupils to reach their academic potential, but for them to be given the opportunity to develop their talents in art, music and sport; allowing all to flourish and experience 'life in all its fullness'.

Flourishing - Working together we strive to make a difference for all pupils, for our whole school community and for the wider world. We value all learners and aim to ensure every member of our school community can flourish as this is 'life in all its fullness'. Our curriculum aims to give hope and prepare children for the future in which they can fully participate as responsible and confident citizens.

Our curriculum is focussed on 'Making a Difference' - to the school itself, the local community and the wider world. This is underpinned by our Curriculum Drivers - Vocabulary/Background Knowledge, Growth/Mindfulness, Initiative and Possibilities/Community - alongside key enquiry questions to extend the children's knowledge and understanding. We strive to promote a curriculum which imparts knowledge; fosters curiosity, encourages growth and use of initiative, is language rich promoting the acquisition of a wider vocabulary and a love of reading, and builds cultural capital.

We define our curriculum as the totality of a child's learning experience whilst they are with us, ensuring that they are secondary ready and their educational journey undertaken whilst at SPCEDS equips them for the next stage. Together at SPCEDS we are on a continuing learning journey to support the children, families and wider community that we serve. We firmly believe in supporting the children to develop the essential skills for life in an ever changing world.

Introduction

Spalding Parish Church of England Day School is a church school, where our Christian faith lies at the heart of our ethos, creating and nurturing a compassionate and secure family community. We provide a caring school environment which challenges, motivates and stimulates each child.

At Spalding Parish we have strong beliefs about how pupils should be treated. As we are part of a Church of England Trust, we believe that every child is made in the unique image of God with their own unique talents and strengths. In our schools, we aim to find these in every pupil so that they can flourish and thrive as God intended, *'living life in all its fulness' (John 10:10).*

In school, we have a duty to keep all adults and pupils safe. Our schools promote clear and consistent expectations to pupils which promotes the safety and welfare of all and at times; this is a crucial part of our culture of safety and care for every adult and pupil. At Spalding Parish, we care about every pupil and want them to feel safe so that their learning potential and feelings of self -worth are optimised. We do this by always striving to create school environment that is calm, kind, welcoming and where strong, positive relationships exist between adults and pupils and a culture of unconditional regard is in place.

Behaviour for Learning

The purpose of our schools is to provide a first-class education to all pupils because we believe that every child has the power to achieve. It is also to guide, protect, support and nurture pupils, helping them to make the right choices and when this does not happen, to help them put that right and to be forgiven by others as well as forgive themselves. In our school we want all pupils to be guided by the intrinsic motivation to do the right thing because it is the right thing to do, rather than by needing the incentive of rewards to do so. When required, we do use a range of rewards and incentives, and consequences that are proportionate and reasonable. Our Relationship and Behaviour Policy aims to create harmony amongst school so that pupils can learn well from good role modelling from staff, peers and the school community.

We know, at times, that some pupils will make inappropriate choices with their behaviour but in our school, we aim to make the very best endeavours to understand the reasons that sit behind this behaviour. All staff members commit to demonstrating unconditional, positive regard for all pupils, no matter what. We will display empathy, patience and respect for pupils, even if, at the time, they are not able to show it to us because we believe in showing them that we care, unconditionally. We adopt an 'always' approach to behaviour and relationships. We are dedicated to being consistent, calm, effective role models that adapt a restorative approach to managing behaviour, always.

We have encouraged children to engage with our school 'Learning Powers'. We all use these learning powers in classrooms to promote positive learning attitudes. We aim to be ready to concentrate, not give up, be co-operative, be curious, have a try, use your imagination, keep improving and most importantly… enjoy learning!

Aims, Objectives and Our Beliefs

- To create a wholly inclusive culture that empowers children to have a positive attitude towards learning;
- To ensure all members of the school community are shown respect and show respect for others;
- To support all our of our school community to flourish in an environment where they feel safe to take responsibility for their actions restoratively;
- To believe that behaviour can change with the right support and every child can be successful in doing so if we understand all of our children's individual circumstances.

Parish Principles

'Ready, Respectful, Safe'

At Spalding Parish, our principles are simple and clear. We are driven to ensure children are achieving their best. We have three 'golden threads' which we ensure are followed by all members of our school community. We need all our members of school to be ready, respectful and safe.

To be ready, we want to see all members of our school community ready to learn, ready to listen and well equipped for the day ahead.
To be respectful, we want to see everybody being open listeners, confident communicators, kind and caring.
To be safe, we want to see everybody behaving safely in school, using kind hands, feet and words.

It is important that pupils are clear that we do have high expectations for behaviour and children know what those behaviours look like in school. We strongly believe that all behaviour is a form of communication, we know when children behave in certain ways that they are attempting to communicate with us. We will commit to using our well-developed relationships with children to engage with behaviour and unpick what they are attempting to communicate to us.

Unconditional Positive Regard
Unconditional Positive Regard is a technique that is used widely across schools to ensure all children receive 'no matter what' response to behaviour. Positive Regard ensures that all children understand that regardless of their actions, we, as staff, will respond in an appropriate manner that meets their individual need(s).

Positive Regard is an approach that allows people to grow in an environment that provides genuineness (openness and self-disclosure), acceptance (being seen with unconditional positive regard) and empathy (being listened to and understood). Relational consistency is key for us, which ensures that we commit to all members of staff being consistent in their nurturing approach. We will endeavour to ensure pupils feel well supported through any challenging moments that may arise in their school journey.

Positive Regard promotes that each day is a new day, each session is a new session and after each episode of negative behaviour there is an opportunity to then show positive changes. To support this, we encourage all members of our school community to use a restorative practice approach. We have a detailed way in which we carry out these conversations, to ensure all episodes of behaviour are supported consistently and fairly.

Restorative Conversation and Beyond
Implementing the Positive Regard approach enables us as a school to support all pupils who find it difficult or who are not yet able to communicate their needs appropriately. Our Relationship and Behaviour Policy explains how we are committed to ensuring all children feel safe and secure in our care.

Therefore, we implement 'The 4 R's'. This approach is well developed and researched, proven to be one of the best ways to support children who are struggling to communicate.

The 4 Rs are as follows:

- ***Regulate*** – we must help the child to regulate and calm their fight/flight/freeze response;
- ***Relate*** – we must relate and connect with the child through an attuned and sensitive relationship;
- ***Reason*** – we can support the child to reflect, learn, remember, articulate their actions and be reassured that we are there, always;
- ***Repair*** – we must then check back in with the child after the restorative conversation to ensure the relationship with the child is still solid and the mutual respect and care is still there.

Restorative Conversations follow the 4 Rs approach as follows:

Phase 1: Regulate and Relate *(Tell me what happened, how did you feel?)*
During this phase, it is our role to allow the child time to calm and reflect on the incident that occurred. We will ensure that we show empathy, kindness and compassion to every child in this phase, using open-ended questioning in a non-judgemental manner.

Phase 2: Reason *(What did you need? What could you have done differently?)*
During this phase, it is our role to help students identify the cause of the incident occurred. We will continue using open-ended questioning to help the child identify what the unmet need was, or the trigger for the behaviour that occurred. This is then a time where discussions about how the child could respond to triggers next time they occur will be had. Our role is to model and explain what could improve their response in the future if the child is still developing their reasoning skills, as they may not know how to best respond to situations yet, dependent on their social and emotional stage of development.

Phase 3: Repair *(How can we work together to repair this? What are your next steps?)*
During this phase, we as facilitators of the restorative conversation, will pose questions the facilitate reflection and repair. The goal of this phase is to help the child begin to understand how their actions could impact on their own well-being or others. We will then support them as they create a plan to fix any damaged relationships their original action may have caused. It is then the role of everybody involved to come together and share in forgiveness.

Positive Behaviour Plans
We pride ourselves on our commitment to positive, consistent approaches to managing behaviour and promoting consistently high expectations for behaviour in our school. We expect each child in our care to follow our Parish Principles, ***'Ready, Respectful, Safe'***. By following these principles, children will be rewarded in a variety of different ways. We have an excellent approach to positive behaviour; we always catch our children doing great things! We may use stickers, phone calls home, notes home, house points or putting your child's name in our celebration book as a way of recognising consistently great behaviour.

If we begin to notice a child struggling to follow our Parish Principles, we intervene swiftly to ensure there is opportunity to rebuild and repair the behaviour. We implement personalised behaviour systems for the children who are struggling, tailored to their interests and give them opportunity to achieve. Children who are finding following our principles particularly challenging may need frequent daily check-ins with a member of the Leadership Team to further support the child. Our whole team is committed to ensuring every child is able to flourish, and will do their upmost to support every child to display positive behaviour.

Support for Behaviour

Our approach to supporting our children's behaviour revolves round our belief in Positive Regard, 'time in' and rewarding positive behaviour when appropriate. On occasion, there may be time where some appropriate sanctions are put into place to correct some behaviours.

- All children will receive one reminder to follow our Parish Principles, then a warning to remind them will follow if the behaviour continues. If this is not enough to correct the behaviour being displayed, consequences will be used fairly and only when appropriate, as we wholly believe in Positive Regard as our strategy to support behaviour. When consequences are put in place, they still follow our approach of restorative practice.

- The next step in this approach is that of 'time in'. 'Time in' is a simple behaviour strategy that ensures even when children are finding something difficult and begin to show unwanted behaviours, that we will still be there to care, listen and understand their needs. 'Time in' is always supervised by an adult to ensure the child in 'time in' is not having reflection time alone. To support our children in school consistently, we have a set pathway we follow to respond to any behavioural incidents.

- If a child begins to display some low-level disruptions in class, they will be offered 'time in' in their class. This is time for them to sit in the reflection area in each classroom, usually with a timer, taking time to reflect on their actions and create a plan to make a different choice next time. 'Time in' is supervised by an adult in the classroom, to ensure the child is still reassured that the behaviour they have displayed can be changed and has not damaged the relationship with the adults in the classroom.

- The next step in our support system is 'time in' offered in another classroom, usually a classroom in the child's year group. This is the next step of reflection, again supervised by an adult, but outside of the child's own classroom to ensure they understand that the behaviour they displayed cannot be displayed in their classroom again. 'Time in' will be given for an appropriate amount of reflection time. The adult in charge of the 'time in' will then have a restorative conversation before the child returns to their classroom.

- The final step in our support system is 'time in' with a Phase Leader or, following this, a member of the Senior Leadership Team (Head Teacher, Deputy Head Teacher or one of the Assistant Head Teachers). This will only take place if the first two steps have been used as an intervention but have not been effective.

If your child has any 'time in' at any stage of our support system, you will be told as their parent to encourage our home-school partnership. This will enable you as parents to be made aware of any incidents in school, which in return we would encourage you to communicate with us any incidents that happen at home. If we are all aware of a child's needs, it will help us in our approach to managing this well in school.

We strongly believe these steps followed correctly will enable all children to restore and repair any behaviour that has occurred. If these interventions are not effective, they will be reviewed, and a meeting will be held with parents as this could put your child at risk of an internal inclusion, a short, fixed term suspension or a permanent suspension.

We feel strongly at our school that we put appropriate steps in place to ensure the latter does not need to happen and it is only ever used as a last resort. However, they may be used in cases of extreme levels of unacceptable behaviour, such as: repetitive misbehaviour, violence with intention to harm, bullying, stealing etc.

Staff's Roles and Responsibilities

- Every member of staff will follow and understand our three Parish Principles, by role modelling these skills to our children and displaying high expectations for all.
- Every member of staff will ensure all our children are safe and respected.
- Every member of staff will use restorative conversations to effectively repair behaviours, ensuring all children are treated fairly and feel supported.
- All members of our school community will model and teach positive behaviour, good manners, calm and considerate thinking, and inclusive acceptance of all.
- Every member of staff will model an appropriate level of volume in their voice, avoiding shouting at all costs, expecting the same in return from the children. Classrooms will be calm, safe spaces in which every voice is heard in turn.
- All children will be greeted with a warm welcome and a smile at the classroom door/and or the school gates by their teachers, teaching assistants and members of the management team.
- All staff members will aim to catch children doing the right thing, praising where appropriate to recognise when our children are following our three Parish Principles.

Parent's Roles and Responsibilities

- Ensure your child attends school daily, arriving on time, ready to learn.
- Promote that your children use polite manners, be kind to all and show considerate compassion for all pupils.
- Work in partnership with school to promote good behaviour, challenge and support negative behaviours and uphold the principles in this policy.
- Understand and support school with strategies that are implemented in school. Parents may use restorative conversations at home, addressing any behaviours that your child's class teacher may have discussed with you, providing your child opportunity to reflect and plan their next steps for behaviour.
- Share any concerns you may have with school to develop strong working relationships between home and school.
- Support the decisions made by school as school seek to support all families.

Child's Roles and Responsibilities

- To follow the three Parish Principles, ***Ready, Respectful, Safe***.
- To listen and engage with support offered from members of the school team and family members at home with restorative conversations.
- To use active listening to ensure they learn to the best of their ability by following instructions, showing engagement in learning and high levels of positive behaviour.
- To treat all members of the school community with consideration and respect, and in turn have this treatment shown to them.
- To use a restorative conversation to help them take responsibility for their actions and plan next steps to repair any damaged relationships. Children will also seek support from an adult to model the skill of restorative conversation, they will not be expected to 'sort out their own problems' as we, as a school, believe this is a skill that needs to be taught, not expected.
- To take care and pride in being a member of the Spalding Parish family.

'For a person to "grow", they need an environment that provides them with genuineness (openness and self-disclosure), acceptance (being seen with unconditional positive regard), and empathy (being listened to and understood). Without these, relationships and healthy personalities will not develop as they should, much like a tree will not grow without sunlight and water.'
Carl Rogers

Monitoring and Review

The Relationship and Behaviour Policy is applicable to our entire school community and all stakeholders. The Senior Leadership Team will review the effectiveness of this policy annually and report the outcomes to the Academy Committee. The Leadership Team will monitor the implementation of this policy around school to ensure consistency in the delivery of the policy.