

The Rainbow Federation



Relationships Policy 2023

Relationship Policy

Creating a Positive Learning Environment

The Rainbow Federation is committed to creating an environment where exemplary behavior is supported through relationships. We acknowledge that positive wellbeing is at the heart of productive learning. The School are invested in supporting the very best possible relational health between all members of the school community. We aim to promote positive wellbeing to support personal conduct and the acceptance of responsibility for one's actions. As members of our community, we adhere to the values of being: 'Ready, Respectful and Safe.'

We aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place.
- Provide clear guidance for children, staff and parents around relationships and personal conduct.
- Use a consistent and calm approach.
- Ensure all adults use consistent language to promote positive relationships and support situations.
- Use restorative approaches instead of punishments
- Ensure all adults take responsibility for maintaining high expectations of behaviour, supporting relationships and following-up incidents personally.
- Ensure that interactions with children and socially engaging and not socially defensive.
- Adjust expectations around vulnerable children to correspond with their developmental capabilities and consider any previous trauma or adverse childhood experiences.
- Follow a whole school approach to Nurture principles.

Purpose of the policy

To provide simple, practical procedures for staff and children that:

Foster high expectations of behaviour, consistent boundaries, ensure that children know what is expected of them and what will happen if they do not use the strategies and support available to help them follow the school rules.

Ensure all staff understand and recognise the impact of trauma and Adverse Childhood Experiences.

Recognise that all behaviour is a form of communication and support all adults to unpick triggers and what the child is communicating through their presentations.

Recognise the importance of supportive relationships and positive interactions.

Promote self-esteem, self-discipline, regulation and positive wellbeing.

Through supportive relationships, teach appropriate behavior and use restorative approaches to promote repairing to sustaining strong relationships.

All staff must:

Take time to welcome children at the start of the day

Be on the playground or at the door of their rooms at the start of each session

Regularly use specific praise with all children.

Promote nurturing interactions through the use of agreed scripts and phrases.

Protect pupil dignity at all times.

Promote consistency in approaches by all adults.

Remain curious when a child is struggling to follow the school rules, is distressed, having difficulty regulating self

and consider what the child is trying to communicate through their responses.

Always redirect children by referring to 'Be Ready, Be Respectful and Be Safe'

Make factual and accurate records on MyConcern so that additional support can be targeted appropriately

The Executive Headteacher and The Senior Leadership Team must:

Be a visible presence around both schools, on yard/at gate morning and after school

Regularly celebrate staff and children whose efforts go above and beyond expectations

Encourage use of positive praise, phone calls/Dojo messages/notes home and certificates/stickers

Ensure staff training needs are identified and met

Use behaviour MyConcern records to target and assess interventions

Support staff in managing children with more complex or challenging presentations.

Members of staff who promote positive learning environments:

Provide a safe, consistent, organized learning environment.

Deliberately and persistently catch children doing the right thing and praise them in front of others

Know their classes well and develop positive relationships with all children and adults in the school community

Relentlessly work to build mutual respect

Be a model of regulation at all times.

Demonstrate unconditional care and compassion

Children want adults to:

Give them a 'fresh start' every lesson

Help them learn and feel confident

Be just and fair

Have a sense of humour

Be Ready, Be Respectful and Be Safe

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principles sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

Our federation has 3 simple rules 'Be Ready, Be Respectful and Be Safe' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Over and Above Recognition
Be Ready	Daily meet and greet	Verbal praise
Be Respectful	Persistently catching children doing the right thing	Recognition boards
Be Safe	Picking up on children who are failing to meet expectations	Certificates and stickers
	Accompanying children to the hall/playground at the end of every session	Phone call/message /note home
	Praising in public (PIP), Reminding in private (RIP)	Speak to parent at end of day
	Consistent language	Show work to another adults
		SLT praise
		Class Rewards
		Special Mention
		Work on Wow Work display

Beyond the School Gate

Whilst this relationship policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:
 taking part in any school organised or school related activity
 travelling to or from schoolwearing school uniform
 in some way identifiable as a pupil from our school
 poses a threat to another pupil or member of the public
 could adversely affect the reputation of the school

In the incidences above, the Executive Headteacher or Head of School may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

The Restorative Approach

The federation adopted the restorative approach to behaviour management.

The Underlying Principles of the Restorative Approach

- The importance of positive relationships
- Taking responsibility for one's own actions and their impact on others
- Respect for the views and feelings of others
- Fairness

How children can sort out their own difficulties

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this and seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse.

Staff have been trained in the use of a restorative approach to behaviour management. Laminates are available in each teaching space to remind staff of the key questions they should ask when resolving conflict.

The 5 key questions/ themes of the restorative approach are:

1. What has happened?
2. What were you thinking and so how were you feeling?
3. Who has been affected?
4. What do you need now to feel better about this?
5. What do you think needs to happen to solve the problem/ repair the harm.

The skills being nurtured in this approach are:

- Active listening
- Facilitation
- Problem solving
- Listening and expressing emotion
- Being non-judgemental
- Collaboration/empowering others

Class Dojo

Class Dojo is used in our schools to celebrate positive behaviours and school values and to celebrate these successes with the whole school community including parents and carers. In our schools, we only use positive dojos and we don't take dojos away. We celebrate the pupils with the most dojos during our celebration assembly.

Children need to be taught how to behave and this needs to be reinforced by consistent behaviour management strategies. In our schools we use these Stepped Boundaries:

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. Reminder (Amber behavior)	<p>I noticed you chose to (noticed behaviour) This is a "Reminder" that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening</p> <p>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p>
2. Warning (Amber behavior)	<p>I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to.....work at another table, work in another classroom (say pupils' name)</p> <p>Do you remember when you (model of previous good behaviour)? That is the behavior I expect from you. Think carefully. I know that you can make good choices . Thank you for listening. I'm glad we had this conversation</p> <p>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at home / playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
Time In (Amber behavior)	<p>I noticed you chose to(noticed behaviour) again even after I spoke to you You need to....(go to quiet area, go to another class, go to another table etc Playground: You need to (Stand by other staff member/ me / sit on the picnic bench etc.) I will speak to you in two minutes</p> <p>Payback time is used when a child has missed learning time because of their behaviour. Pay back time break time / lunchtime with member of staff. To complete a incomplete work or relevant activity e.g write a letter of apology, tidy up the</p>

	<p>mess they have created</p> <p>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit over here. I will come and speak to you in two minutes. Thank you for listening.'</p> <p>DO NOT describe child's behaviour to the other adult in front of the child.</p>
4. Follow up Restorative Conversation – Repair and Restore (Amber behavior)	<p>What happened? (Neutral, dispassionate language.)</p> <p>What were you feeling or thinking at the time?</p> <p>How do you feel now?</p> <p>How did this make other people feel?</p> <p>Who has been affected?</p> <p>What should we do to put things right?</p> <p>How can we do things differently next time?</p>
5. Consequences (Red behavior – Major Incident)	<p>Major Incident form completed and uploaded on MyConcern</p> <p>Refer to HoS</p> <p>Internal exclusion / No extra-curricular activities / Pupil Voice membership removed /</p> <p>Parent / carer informed</p> <p>Or fixed term exclusion</p> <p>Pastoral Support Plan</p> <p>External agencies involved</p> <p>The school can access the BESD Team for pupils who are having significant difficulty with their behaviour. This must be made by a referral through the ALNCo. Parental/ carer consent is needed for this to happen.</p>
6. Follow up Restorative Conversation – Repair and Restore with parents / carer (Red behavior)	<ol style="list-style-type: none"> 1. What happened? (Neutral, dispassionate language.) 2. What were you feeling or thinking at the time? 3. How do you feel now? 4. How did this make other people feel? 5. Who has been affected? 6. What should we do to put things right? 7. How can we do things differently next time?
<p>*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</p>	

Parental / Carer Involvement

A positive partnership with parents / families / carers is extremely beneficial to behaviour management. Frequent contact with parents / families / carers is necessary and this should be done informally by staff presence on the playground etc. Parents should be informed of success and achievements as well as poor behaviour!!

Parents should always be involved in the writing compilation of an Individual Development Plan

(IDP) or a Pastoral Support Plan (PSP). Regular Meetings should be scheduled to oversee progress.

Pastoral Support Plans must always be put in place after exclusion but may also be used at anytime to support a child's behaviour. Achievable targets are agreed and then monitored. Fortnightly meetings should take place between the teacher/ ALNCO and the parents. The BESD link from LA will attend these meeting and this will be reviewed. These meetings must be timetabled in advance. The Pastoral Support Program should only be terminated with the agreement of the ALNCo or Executive Headteacher.

Consequences and Sanctions

Most children will never need more than a reminder or warning but for some, other consequences and sanctions must be employed.

Sanctions that are unfair, inconsistent or really unpleasant tend to be counter-productive and are not in- keeping with this policy. Sanctions should always aim to repair the damage caused and should never be merely time-wasting. (e.g. letters to the victim rather than copying lines, pay-back time to catch up with missed work rather than 'missed playtime') Children respond well to symbolic aspects of sanctions; the sanction only has to elicit an emotional response to be successful; the severity of the sanction should always be kept to a minimum;

School staff must recognise that children may come to school with 'baggage' which can affect their behaviour. Providing additional support/ intervention before this behaviour becomes problematic may be key to the success of a positive classroom. Experiences in school which may not themselves be unpleasant can trigger off compelling patterns of behaviour (which may have developed out of school). These triggers may relate to learning, peers, adults/authority or organisations. Schools can recognise such situations and attempt to minimise them where possible.

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skillful staff to build relationships with each individual child.

These children may benefit from attended nurture group and /or counselling activities. School staff should discuss this with the ALNCo before discussing with parents. Parental permission for both is essential.

Recording of incidents

Staff should record incidents of poor behaviour on MyConcern. This is especially important if the child's behaviour may warrant the support of outside agencies or be caused by a special educational need. Major Incidents need to be recorded on Major Incident Forms, added to My concern and the Executive Headteacher informed. Incidents where children have had to be

restrained must always be recorded on a Major Incident Form and a manual handling form should be uploaded to the relevant incident on MyConcern

Fixed term exclusion

Exclusions will only occur following extreme incidents and are at the discretion of the Executive Headteacher. A fixed-term exclusion may be enforced if:

The child needs time to reflect on their behaviour

To give the school time to create a plan which will support the child better

The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day's internal exclusion where the child works with an adult away from their classmates.

Permanent Exclusion

Permanent exclusion is an extreme step and will only be taken in cases where:

Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The risk to staff and other children is too high

The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Use of Reasonable Force

The government makes it clear that *'all staff have the right to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.'*

The Federation has adopted Cardiff Council's Physical Intervention Policy which may be found on the Policy folder on Shared Drive. Any incident which requires the use of force should be considered a major incident and a Major Incident Report should be completed by the member(s) of staff that dealt with the incident.

Some staff have attended 'Team Teach' courses which provide training and advice on safe and appropriate holds which can be used to restrain pupils.