

Beaminster St Mary's Relational Policy

This policy should be read in conjunction with St. Mary's Anti- Bullying Policy and the Child Protection Policy along with DSAT's overview Behaviour Policy.

"Where children come first..."

"You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression". (Paul Dix, Pivotal Education)

"I strongly believe that deep down in every child, however invisible, hostile or rejecting they may seem, is a deep longing to be seen, known and truly understood" (Louise Bomber 2007)

"As adults we have a shared ethical responsibility in ensuring that all children and young people are experiencing safety, security and stability – whatever our role or context" L. Bomber, 2012

At Beaminster St Mary's Academy, our vision is for us to live by our Christian values of respect, kindness, truth, responsibility and friendship; equipping our children to take great pride in themselves, being kind and respectful, aspiring to be the best they can, and through independence and resilience, fostering a life- long love of learning.

Beaminster St Mary's Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our relational policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

The school has 3 simple expectations **'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.

Aim of the policy

Our aim is:

- To promote self-esteem, self-discipline and positive relationships;
- To create an environment that encourages and reinforces good behaviour in line with Christian values;
- To define acceptable standards of behaviour;
- To encourage consistency of response to both positive and negative behaviour;

As adults we:

- Recognise every child as unique and special;
- Understand that behaviour is a form of communication;
- Develop trusting relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;

Our aims, we believe, are achieved when:

- We create a positive school culture and climate which is consistent, safe and caring that fosters connection, inclusion, respect and value for all members of the school community, promoting strong relationships between staff, pupils and their parents/carers
- We recognise that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity) through appropriate support.
- Staff understand that behaviour is a form of communication of an emotional need (whether conscious or unconscious). With support to self-regulate through unconditional positive regard, pupils can be helped to behave in more socially acceptable/appropriate ways. That relationships are key and that there is
- "connection before correction"
- Pupils are provided with excellent role models (alternative attachment figures who provide a secure base and the connection necessary to support correction)
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of CYP are within their control. Therefore, the language of choice (e.g., 'good choice/bad choice') is not always helpful.
- Staff have high expectations and maintain boundaries at all times to ensure pupil needs for consistency, predictability and security are met. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help our pupils feel safe, their educational environment needs to be high in both nurture and structure. Our pupils need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.

Approach

At Beaminster St Mary's, we adopt and use a relational behaviour model. The following table explains how it is applied:

- Behaviour is a form of communication
- And is best managed through positive relationships
- Boundaries and limits keep everyone safe and to meet everyone's needs
- "Inappropriate" behaviour is a sign of unmet need, stress (difficulty in coping) or lack of understanding and skills
- Children who frequently don't manage are supported through an Individual Behaviour Management Plan

Our "**Beaminster St Mary's Expectations**" (school expectations) are displayed around the school:

- We are ready
- We are respectful
- We are safe

Encouraging positive behaviour

Our emphasis is to recognise, promote and reinforce good behaviour. We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued.

- House points
- An award from the Headteacher
- Praise Postcards

Praise – written or verbal

The most common reward is praise, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is often in the form of verbal or written comments.

Celebration Worship – Friday

Every week, the whole school gathers together to celebrate the successes of the past week. Parents and Carers are invited to this worship, which includes the following:

House Points

Every child within the school is a member of a 'house'. Children earn house points for

themselves as well as their house.

Certificates

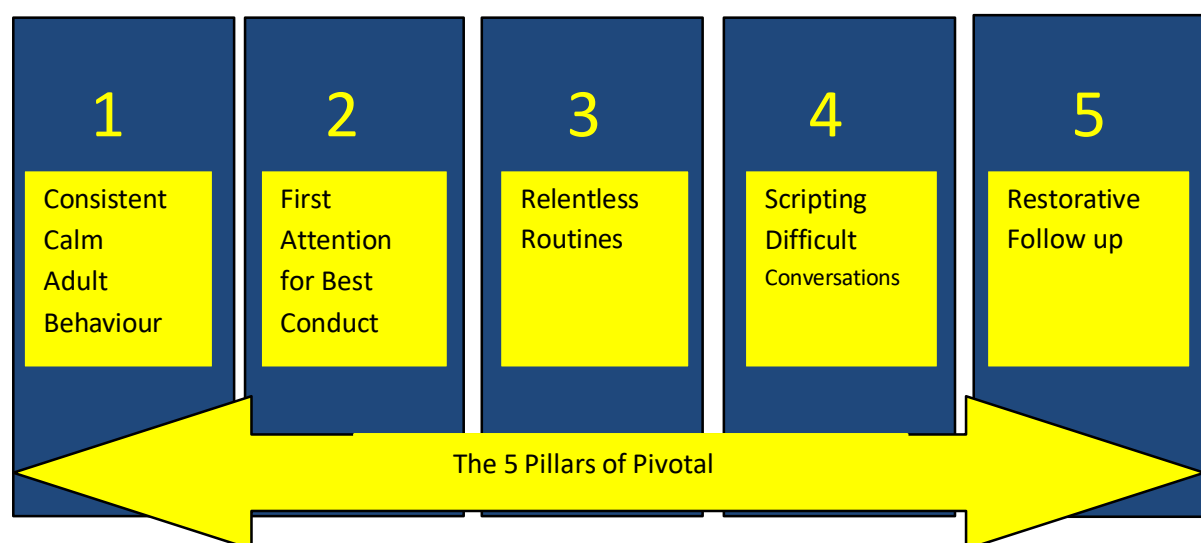
Head Teacher's certificates are handed out on a weekly basis and chosen by class teachers to children who have demonstrated positive behaviours. Each week teachers choose a pupil to receive either a Heavenly Handwriter, a school Value, or a different award.

Purpose of the policy

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

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Our Relational Policy is based on the Five Pillars of Pivotal practice



Adult Behaviours *"When the adults change, everything changes"* (Pivotal Education)

Expectations of Adults

Consistent adult behaviour will lead to pupils consistently conforming to our expectations. We expect every adult to:

- **Meet and greet** at the door.
- Refer to **'Ready, Respectful, Safe'**.
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- Be **calm** and give 'take up time' when going through the steps. Respond calmly to help pupils become calm. Prevent before sanctions.
- **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
- **Never ignore** or walk past learners who are not being ready, respectful or safe

- Help our pupils to find ways to recognise and manage difficult emotions in an appropriate way supported by adult emotional co-regulation.
- Support them during time in sessions to help them calm and regulate both within and outside the classroom depending on the available space
- Use calm, well-regulated tone and respectful language appropriate to the needs of that child
- Won't use sarcasm to embarrass pupils who are struggling to regulate
- Will manage the transitions between lessons so corridors feel like safe places
- Will provide routine in every lesson, in every classroom so pupils know what happens next
- Will provide activities at breaktime to help manage social time.
- Use an attachment / trauma informed approach to understand behaviours
- Will remain curious and demonstrate the desire to understand a behaviour and what it communicates.
- Empathise

Supporting pupils to alter negative behaviours

'Punishment doesn't teach better behaviour, restorative conversations do' – Paul Dix

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied;
- It must be made clear what changes in behaviour are required to avoid future sanctions
- Group sanctions should be avoided;
- There should be a clear distinction between minor and major offences;

There are occasions when some pupils may not uphold the desired behaviour, on these occasions, we use a graduated system, which supports children to turn their behaviour around. We do not believe in shaming our children, so provide them with a visual in front of them, which shows them where they are and how to turn their behaviour around.

➤ 123 warning

At every opportunity, we are looking for the positives in a child's behaviour.

Any deliberate act of physical violence, aggression or verbal abuse will be an immediate 3, whereby the pupil will spend time with an adult, thinking through their choices and supporting them to consider how to avoid repeating these.

At break and lunchtime, staff will operate a card system with each step having a clear consequence.

➤ 123 warning

Children must be calm before being questioned and scripts should be followed. We encourage adults to work through the following questions:

- What happened?

- What were you thinking?
- How were you feeling?
- Who else has been affected by this?
- What do you need to do now so that the harm can be repaired?

Communication with Parents/Carers

If your child reaches the point of needing a restorative conversation, you will be alerted by a text message.

The text will read "Your child in XXXXXXXX Class received a warning after repeating the (their behaviour, e.g., hitting) 3 times at lunchtime today and spent some time in reflection." If this is happening frequently, you will be invited to a meeting with the class teacher, where they will discuss the use of a behaviour plan (IBMP) to support your child.

If children are repeatedly ignoring warnings, they need to have reflection. For example, if a child receives two warnings for reaching 3 within a day or 3 times during a week, this should become an isolation.

Isolation will be given immediately (no prior steps) where the behaviour shown is unsafe or requiring an immediate consequence e.g., physical aggression, inappropriate language.

The decision to suspend/exclude a child is made by the Head Teacher, in response to a serious breach of the school's behaviour policy. Exclusion is always a last resort and rarely would this be external, as we aim to support all children in school.

Monitoring and Evaluation

The school will monitor to ensure that rewards and sanctions are distributed fairly. Data will be analysed by:

- Gender
- Ethnicity
- SEN
- Age

This work forms part of our policy on Equal Opportunities.

Pupils' Conduct Outside of School

Staff have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'.

Non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school are sufficient grounds for punishment to be imposed on all pupils who are involved.

Staff may discipline pupils for inappropriate behaviour in the following circumstances:

- Misbehaviour when the pupil is taking part in any school-organised or school-related activity;
- When travelling to or from school;
- When wearing school uniform;
- When identifiable as a pupil at the school;
- When behaviour at any time could have repercussions for the orderly running of the school;
- When the student poses a threat to another pupil or member of the public;
- When behaviour could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Confiscation of Inappropriate Items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

The general power to discipline - enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

The Power to search without consent for 'prohibited items' including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

A variety of items can be confiscated. Weapons and knives and extreme or child pornography must always be handed over to the police. Otherwise, it is for the teacher in consultation with SLT when necessary, to decide if and when to return a confiscated item.

Reasonable Use of Force

If a child's behaviour means that their own safety or the safety of others is in danger, then staff may be required to use physical restraint to make them safe; this will closely follow our physical restraint policy (available on our website). All instances of physical restraint are recorded and details shared immediately with parents/carers.

Linked policies:

This policy should be read in conjunction with the following policies:

- Child Protection Policy
- Health and Safety Policy
- Anti-bullying Policy
- Exclusion Policy
- Physical Restraint Policy
- Equality Policy

Appendix 1 – Behaviour Blueprint

The Beaminster St Mary's Way

This is how we do it here...

At Beaminster St Mary's Academy we have high expectations of learning, behaviour and respect for each other underpin everything we do. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit of excellence every day.

Visible Adult Consistencies	Rules	Over and Above
Meet and Greet First Attention to best conduct Calm and caring	Ready Respectful Safe	Values Effort Initiative
Relentless Routines 1. Wonderful Walking 2. Legendary Lines 3. Clapping signal for attention 4. STARIO 5. Tremendous Transitions		
Stepped Sanctions 1. Reminder (3 rules) privately if possible 2. Caution (outlining behaviour and consequence) 3. Last Chance (30 second intervention) 4. Cool off (time in Designated space/another class) 5. Repair (restorative conversation)	Microscript (30 second scripted intervention) <ul style="list-style-type: none"> • I have noticed that you are... (having trouble getting started, wandering around etc.) right now. • At Beaminster St Mary's, we... (refer to the 3 school rules – ready, respectful and safe) • Because of that you need to... (refer to action to support behaviour e.g., moving to another table, complete learning at another time) • See me for 5 minutes after class/during break • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? • That is who I need to see today... • Thank you for listening... then give the child some 'take up' time. 	Restorative Conversations <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?