



Relationships and Positive  
Behaviour Policy

2016/17

## **Rationale**

For learning and teaching to take place successfully, it is essential to create circumstances where it is possible for children to learn and teachers to teach. This policy draws on current thinking and practice relating to relationships and behaviour, a key factor in enabling pupils to achieve personal growth and reach their full potential.

At Riverside Junior School we are committed to improving relationships and behaviour within school

At Riverside we aim:

- To provide a happy, secure, inclusive, caring environment, where all feel valued
- To celebrate all success
- To ensure that each individual realises their full potential
- To provide inclusive support systems which promote personal, social and emotional development

Our agreed aims which are crucial to the success of this policy are:

- To be consistent with how we carry out our approaches to behaviour and relationships Approaches should be mirrored throughout the school
- To treat children fairly, but not the same, considering individual needs and challenges
- To communicate well as professionals to support the children in our school
- To build strong relationships between adults and pupils, pupils and pupils, adults and adults
- To have high and attainable expectations
- To ensure our approaches to behaviour and relationships are meaningful and positive

Our policy is underpinned by our whole school values:

- Respect
- Honesty
- Fairness
- Positivity
- Kindness
- Trust
- Confidence
- Individuality
- Creativity
- Co-operation
- Enjoyment
- Responsibility Rights, Responsibilities and Expectations

At Riverside Junior School, we all have the right to feel safe, happy and respected. This applies to every member of our school community – children, teachers, support staff, school management, parents and visitors to our school. We believe children have the right to learn and teachers have the right to teach. Being clear about our expectations of each other and agreeing our responsibilities is a vital starting point for maintaining respectful relationships and behaviour at Riverside.

### **Responsibilities:**

To demonstrate an understanding of the school's values children should:

- Follow school expectations
- Ask for help when unsure.
- Show respect and consideration of others and their property.
- Show good listening.
- Wear school uniform.
- Line up calmly and quietly.
- Behave well when travelling to and from school and on school trips. Recognise that the school is part of the wider community.
- Show respect to all school staff and visitors.
- Show respect for the school building and facilities.
- Tell the truth.
- Behave sensibly at lesson changes e.g. assembly, breaks and lunchtimes.

Teachers should:

- Collect pupils promptly at times of lining up
- Treat pupils as individuals, get to know pupils and respect them
- Use restorative approaches to resolve situations of conflict and provide meaningful solutions for all
- Consistent in use of rewards and sanctions
- Praise children's positive behaviour
- Ensure the curriculum is inclusive, and try to make sure all needs are met within lessons
- Have well prepared lessons which are personalised, relevant and engaging

- Engage with all children, even if not in own class
- Keep specialist staff or any staff covering their class aware of any behavioural characteristics of pupils
- Show good active listening. Ensure all parties have the opportunity to express themselves, listen to what has been said
- Engage with parents / carers in order to share positive information about behaviour and to elicit support in improving behaviour
- Use a sense of humour
- Realise that success does not always come instantly
- Be democratic and consultative, find out what works for your pupils, ensure they have ownership e.g. sharing class expectations
- Be reflective, alter strategies if others are not working

The SLT should model and promote school values. Team members will:

- Visit classes to support behaviour.
- Track behaviour and support those children who are consistently presenting challenging behaviour.
- Ensure staff are aware of any specific information relating to pupils and try to include staff in relevant meetings regarding pupils.
- Show good listening
- Contact parents / carers in order to share positive information about behaviour and to envisage support in improving behaviour.
- Praise children's behaviour.
- Issue meaningful consequences when required.
- Ensure positive behaviour is recognised through celebrating achievement e.g. assemblies.
- Support restorative practice, through mediating and providing staff with support so they can carry out restorative interventions.

Support staff / Playground supervisors should

- Ensure they circulate the playground within designated areas. Keep pupils with specific needs in view and supervise all areas.
- Intervene quickly and calmly. Have restorative conversations with pupils prior to use of sanctions
- Be consistent in the use of rewards and sanctions.
- Keep teachers aware of specific behavioural information, this could be from the playground.
- Engage with children and get to know them.

- Show good active listening. Ensure all parties have the opportunity to express themselves, listen to what has been said.
- Ensure you arrive for duties on time.

### Parents / Carers should

- Ensure their child arrives to school on time.
- Ensure that their child is wearing the correct school uniform everyday.
- Try to ensure your child has the necessary equipment for school-P.E. kit and appropriate outdoor wear.
- Ensure that their child has something to eat and drink before school.
- Attend any scheduled meetings regarding their child e.g. parent/ carer consultations, individual meetings.
- Work with the school to resolve issues.
- Contact the school whenever there is a problem, so that it can be sorted quickly.
- Contact the school if there is anything we need to know which could affect the child's learning / behaviour.

## **Our Approach to Relationships and Behaviour**

At Riverside Junior School, we firmly believe that the reward should be in the behaviour itself. The more we notice good behaviour the less we need to extrinsically reward it. It becomes just the way that we do things. We value the effort pupils put into demonstrating good behaviour and developing good relationships. On occasions we do have to deal with behaviour that does not meet our agreed expectations and we do this in two ways. Firstly, we use a restorative approach to deal with conflict in order to find meaningful, positive solutions for all involved. Secondly, if this approach is unsuccessful we have agreed consequences which can be used to support the child in learning about good behaviour. Each aspect of our behaviour / relationships approach is detailed as follows:

### **Restorative approach Background**

A restorative approach enables the school to resolve conflicts, improve behaviour and develop well rounded individuals. The basic principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life and that in a conflict there is an underlying damage to the two parties involved that needs to be addressed to resolve the issue and prevent any further incidences of the same nature. In an educational setting this basically means that instead of simply being punished as a result of 'bad behaviour' a child is asked to take

responsibility for their actions, understanding what they have done wrong and accepting that their actions can be harmful to others.

This approach seeks to address the flaws of the traditional punitive approach; namely that the 'offender' has the responsibility for their actions taken away from them and once punished they have no need to address the underlying harm caused. This is like applying a sticking plaster to the problem. When third parties i.e. teachers deal with conflict the outcomes are superficial punishments whilst underlying issues remain unaddressed. Like a plaster on a dirty wound seals the infection, punitive approaches to conflict seal in the harm within the relationship which will reoccur in subsequent behaviour.

### **Shifting responsibility to the pupil**

By placing the responsibility for conflict resolution back onto the child they will be in a much better position to learn about appropriate behaviour and dealing with social relationships rather than always relying on a third party to monitor their actions, dealing with them as necessary. Bringing a holistic restorative approach into schools can not only resolve specific incidences of behaviour but can also create a much more pleasant learning environment, getting to the heart of issues before they flare up into incidents. Restorative approaches are fundamentally grounded in 'relationships' and in repairing, restoring and consolidating relationships when they have been harmed.

A restorative approach is very different to the traditional way that schools have dealt with wrong doing. First of all students must tell the truth and own up to what they have done. Then the approach differs in the following respects:

A restorative meeting following an incident brings together the harmed and the wrong doer. Both sides are able to talk about the incident and together they negotiate what needs to happen to repair the harm and agree how we can ensure that it does not happen again. Solutions may also result in a consequence.

Traditional Approach	Restorative Approach
What happened?	What happened?
Who's to blame? (becomes...)	Who's been harmed and in what way?
How should we punish them? (becomes...)	What needs to happen in order to put things right and ensure that this never happens again?

Restorative approaches range from: a quick 'restorative chat' in a corridor right up to a full class room conference in which there may be as many as thirty people involved.

A restorative approach is highly effective because it:

- Transforms wrong doing into a learning opportunity
- Supports the needs of the 'harmed'
- Creates obligations and support for 'wrongdoers'
- Encourages a school-wide culture of mutual respect and care Restorative

Interventions at Riverside:

- Restorative conversations (enquiry / chat / dialogue)
- Peer and adult mediation
- Classroom restorative conferences
- Problem solving circles

For most of the above interventions the following script (Five Gateway Questions) will be used:

The Five Gateway Questions

- Tell me what happened?
- What were you thinking? And now?
- How did you feel? How do you feel now?
- Who else has been affected?
- What do you need / need to do to fix this / move on?

Additionally, where any mediation is to take place adults should ensure the following structure:

- Ask all parties if they wish to participate
- Thank all parties for participating Explain rules / format
- Only one person talks at a time
- No interrupting
- Be respectful to each other
- Listen carefully to each other
- Confidentiality-explain that this is between the people involved (plus parents if required)

- Be aware of any matters re Child Protection
- If young people do not follow rules or are still / become angry, stop mediation!

The following detail each of the interventions and how they should take place:

### **Restorative Conversations:**

This is the starting point for all restorative processes. The conversation will involve one to one dialogue. The role of the adult is to demonstrate good active listening helping the other person to illuminate the problem, reflect on the situation and find ways forward for themselves. The 'Gateway questions' can be used to guide the dialogue, however sometimes a less formal approach can have success. In this type of conversation, as with others e.g. mediation, it is important for the adults to demonstrate good listening and body language.

### **Peer and Adult Mediation:**

This intervention is used when 2 or more people believe the other person (s) may be the cause of the problem or has caused harm. The mediator should remain impartial; help both sides to consider the problem as a shared one that needs a joint solution. This can be undertaken by adults in school and by trained pupils acting as peer mediators. 'The Five Gateway Questions' will be used as a script to guide the process.

### **Classroom Restorative Conferences:**

These occur in response to issues in a whole class. This includes all class members who are willing to participate. The conference involves all working together with a neutral facilitator (e.g. SLT / another teacher) to resolve conflict, repair relationships and move forward. The conference follows 'The Five Gateway Questions'. Teachers should make SLT aware that they want to have a class conference and they will either facilitate the conference or provide cover to enable another teacher to facilitate the conference.

### **Problem Solving Circles**

These don't have a formal structure (do not follow a script). They may be used with a class or a small group and may focus on a general difficulty as well as a particular incident.

## **Supporting Outstanding Behaviour for Learning at Deansfield.**

Most children will at some point require support to ensure that good behaviour is habitual and valued as a vital skill that supports learning and leads to successful outcomes for all. The vast majority of children will operate within stage 1. It is important that all adults deal with behaviour concerns at the time that they occur. By addressing these concerns you reaffirm class and school expectations ensuring a consistent approach across the school. The outcome will be that children feel secure; they know that everybody expects the same and by consistently modelling and expecting good behaviour we show that this is important to everyone.

### **Stage 1) Low level disturbance in class sessions**

e.g Talking, off task, careless behaviour, calling out, Consequence : A reminder and positive reinforcement, stating action required

### **Stage 2) Continuation of above and or level that prevents others from concentrating**

Removal to a different place in the class. This may lead to a consequence carried out by the teacher in charge at the time: missing some play in class /reference to class expectations/restorative approach/finishing work in own time

### **Stage 3) Continuation of disruption or inability to move child within class session**

Removal from class to next door class with a note saying when they are to return (10 minutes max). Missing play/reference to class expectations/restorative approach. (Inform parents)

**Stage 4)** If this continues or non-compliance occurs prepare a behaviour plan with Key stage AHT where an arrangement is made for time in AHT class when disruptive behaviour occurs. This will be personalised. Agree time, What to do when child arrive etc Removal from class. Inform parents. Missing play/reference to class expectations/restorative approach CT (Inform parents)

**Stage 5)** AHT and Class teacher to monitor and inform Ms Burton a personal behaviour plan is made if stage 5 is not addressing behaviour concerns. Meeting with parents. Contact book. Follow Personal behaviour Plan. Mentoring. Referrals to outside professionals

All Safeguarding concerns to be referred via CPOMS to Designated Safe Guarding Officer and Senior Leadership Team (Inclusion)

## **Summary**

Our ultimate aim is that every member of our school community feels: safe, happy and valued. We encourage everyone to take responsibility for their actions and feel that the ability to resolve conflict is a vital part of a child's learning process.