



Relationships and Behaviour Policy

September 2022

'Shining together to be the best we can be for God and each other.'

Matthew 5, Verses 14-16

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Document date/version	August 2022
Date agreed by Head teacher	August 2022
Date Agreed by Governors	September 2022
Date for review	July 2023

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Relationships and Behaviour Policy

1. Introduction

This policy applies to all parts of the school day including:

- break times and lunch times,
- after school clubs,
- travelling to and from school or where children are identifiable as those that attend our school,
- or any/all school organised or school related activity.

It sets out our relational approach to behaviour management and our expectations for all children. This policy will be shared annually with families and staff. It is a policy designed to ensure that everyone within the school community acts with consideration, respect and understanding of others, such that all may enjoy life in all its fullness. These qualities are exemplars of good behaviour and are encouraged and rewarded within our children.

We want our school to always be a safe and happy environment where children can learn and reach their potential whilst developing social relationships. Staff and families will work in partnership to encourage, support and celebrate the children.

2. Our Christian Values

The Wembdon St George's ethos is underpinned by a set of values we judge to be important to our spiritual and moral development and standards of behaviours.

TRUST

Trust is so important in all our relationships. We can trust our real friends, where we tell them things about us that make us vulnerable.

COMPASSION

Compassion means to put yourself into another person's shoes and experience what they feel.

WISDOM

Wisdom is that insight into the way that life works, recognising that our actions have consequences which can be either good or bad.

FORGIVENESS

Forgiveness needs to be asked for, but it is also recognising the impact of what has been done and making a commitment that it will not happen again.

KOINONIA

Koinonia is being part of a fellowship or community with others.

SERVICE

Service is linked to the word servant and is about how we serve our school and community.

3. Developing a Relational Approach

Developing a relational support approach in school, falls into 3 main stages as detailed below:

Developing Relationships

This involves building relationships, supporting inclusion, and setting and maintaining boundaries with empathy.

Responding and Calming

Using relational skills to keep things calm, using co-regulation skills to regulate strong emotions and developing skills and plans to manage crisis.

Repairing and Restoring

Using restorative conversations as part of our daily interactions to support a harmonious environment, facilitating restorative encounters to resolve conflict and harm and to support change.



Staff training

To support existing and new staff in implementing a relational approach, regular training and support is provided. One key aspect of this training and support is PACE, which is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is based upon how parents connect with their very young infants. As with young toddlers, with safety the child can begin to explore. Playfulness, Acceptance, curiosity and empathy are essential staff behaviours for the successful implementation of a relational approach.

4. The Zones of Regulation:

Our approach to developing relationships and positive behaviour in school is underpinned by the teaching of emotional literacy skills through 'Zones of Regulation'. The **ZONES** are designed to help children develop skills of self-regulation, recognise the zone they are in and name the emotions they are experiencing; then choose appropriate strategies to help them regulate their responses. This approach is implemented by all staff will help the children learn to self-regulate and deescalate. Staff receive regular professional development to continue to develop their skills and knowledge and there is a detailed ZOR implementation strategy to support all staff.

Name it to tame it:

One of the most important things for children to be able to do is name the emotion they are having. By recognising and naming these feelings they can begin to regulate them.

The size of the problem:

Children often feel overwhelmed by confusing emotions and can react quickly. We encourage the children to recognise the size of the problem they are facing.

ZOR Toolkit:

We will work with the children to help them to identify strategies in their 'Toolkit' to help them cope with and respond to big feelings.

Implementing the ZOR approach:

ZOR will be explicitly referenced and linked through weekly worship and classroom practice, thus enabling the children to see links with real life situations and the ways in which the emotional literacy skills of ZOR can support them.

All classrooms will have a 'ZOR Toolkit' with a consistency in the resources accessible to the children, for example:

- Regulation Station poster,
- Tools to Try cards,
- The ZOR books, Road to Regulation and Regulation Station,
- Mindfulness activities/toys,
- My Feelings and me book.

5. Expectations and Routines:

5.1 The Expectations at Wembdon St George's are

Be Ready: Ready for yourself, ready for others and ready for learning.

Be Respectful: Respectful of yourself, others and our school community.

Be Responsible: For yourself, your learning and our school environment.

These expectations are shared with families through our Family and School Partnership. They are also shared around school on a poster for all to see and refer to. The expectations are referenced consistently by all staff in all situations, this creates a shared language and a shared meaning for all.

Our Acceptable Use Policy also uses the three expectations to help children know what types of behaviour and attitudes they are acceptable when using hardware and online resources.

5.2 The routines in place at Wembdon St George's are:

- ✓ Adult hand up to gain children's attention and request silence.
- ✓ Walk on the left when you are inside the building.
- ✓ Move around the school buildings quietly.
- ✓ Line up in register order.

These routines are simple but when applied consistently they help to create an organised and calm school atmosphere for all staff and children.

6. Rewards:

All children will be rewarded for their behaviour and attitudes in line with our Christian Values, our expectations (Ready, Respectful, Responsible), attendance, reading and homework. Class Dojo is used in all classes to record the children's Team Points, either

individually or as a class, and parents can also see these at home. Children are encouraged to put on their own Team Points when awarded.

6.1 Daily

Verbal Praise

Regular and instant praise will be used to celebrate and encourage the behaviour we wish to promote. Praise will be given both to outcomes and to effort.

Talking to Families

Teachers will speak to families at the end of the day or by phone to share good news about their children.

Team Points

All children will be placed in a team, there are 2 teams across the school, Knights and Dragons. Team Points will be awarded to children for demonstrating the school values. Any adult can award Team Points at any time. Only **ONE** Team Point can be awarded for any one positive behaviour.

Team Points will be recorded on Class Dojo which parents are able to see via the Class Dojo app, team points will be reset at the end of each term. Team Points are not intended to promote competition between children, they reflect each child's self-motivation. All individual Team Points will count towards the relevant Team across the school.

Sharing

We encourage children to share and celebrate their learning with other adults or children in school. Each week children who have shown significant effort or improvement in their work will be invited by their teacher to share their work with Mrs Wallace, Mr Knife or Mrs Bulley, this work will be rewarded with a sticker for the child and on their recorded learning.

6.2 Weekly

Certificates

Each week a minimum of two children from every class will be awarded a Wembdon Star Certificate linked to our School Values or expectations. Certificates will be presented to the children in their class each Friday.

Postcards

Staff will regularly send home Wembdon Star Postcards, these can be used for a wide variety of purposes such as improvement in behaviour, learning, attitude, or attendance.

6.3 Termly

Wembdon Stars

At the end of each term, two children per class will be selected for a Termly Wembdon Star Award. Children will be awarded a star badge and certificate and be celebrated through the Wembdon News and website. Families of the children who have been chosen will be invited to attend the celebration worship.

Team Winners

Team winners will be announced on the penultimate Friday of each term. The winning team, Knights or Dragons, will be able to wear their own clothes (mufti) as a reward on the final Monday of each term. This will be communicated to families through the Wembdon News every Friday.

7. Consequences or sanctions:

All school adults will ensure children understand and are regularly reminded of our School Values and expectations. Where unacceptable behaviour is demonstrated, this will receive swift and positive attention by school staff. Class teachers will evaluate all instances of unacceptable behaviour and decide the appropriate next steps, see graduated response grid below.

7.1. Graduated Response

Teachers and other school staff will use their professional judgements and knowledge of the children to deliver a graduated response. As with rewards, consequences apply to all parts of the school day with all adults involved in teaching or supervising them.

Below is an overview of the graduated response:

1	Verbal Reminder	Following acknowledgement of the behaviour and encouragement to self-regulate, adults will verbally remind children that their behaviour is not meeting our expectations if it continues. Children will be given clear guidance and support to improve their behaviour using the Zones of Regulation strategies and shared language.
2	Verbal Warning	Adults will give a second verbal reminder if behaviour has not improved, a different behaviour is shown or becomes more serious. Children will receive further guidance and support to improve their behaviour using the Zones of Regulation strategies and shared language.
3	Conduct incident	A third warning for repeated or one off more serious behaviour will lead to a 'Conduct Incident' and 'Time out'. Time out is to be managed by class teachers, or the adult leading the session with the child. This will happen either in the lesson or at a break time and will be <u>5 minutes for KS1</u> or <u>10 minutes for KS2</u> . Children will not be sent out of the classroom for time out.

		Incidents will be recorded on ScholarPack and families will be notified the same day, either face to face or telephone call.
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Where more concerning incidents of behaviour occur, senior members of staff will intervene to provide support and/or consequences. These incidents will be recorded as an conduct incident as per stage 3 of our graduated response. Each incident will be investigated and evaluated by an adult and appropriate consequences and/or support put in place.

Examples of support could include:

- Behaviour Support Plan
- Part Time Timetable
- Referral for external agency to support child
- Adjusted structure to school day
- Adjusted routines in the classroom/school day
- Specific interventions and/or support
- Removal from the classroom for a fixed period

In all of the above examples, families will receive prompt communication regarding and decisions taken by the school and will be invited to contribute any suggestions for support.

The following are examples of what would be considered more serious behaviour:

- Physical, verbal or online aggression towards a child or adult
- Intentional damage to school property or property belonging to others
- Use of inappropriate or derogatory language, this would include homophobic and racist language
- Leaving the classroom, learning space or site without permission
- Child on child abuse

8. Fixed term and Permanent Exclusions

Some unacceptable behaviour may develop into a pattern of persistent and sustained incidents and/or present as significant and entirely unacceptable behaviour within the school community. The incident will be logged, and the procedural requirements of the national Exclusions Policy will be applied. This will involve a fixed term exclusion from the school site where the situation can be managed within the school community, or for a clear and sustained breach of the Relationships and Behaviour Policy where there is an identified risk to children or staff, a permanent exclusion and potential removal from the school roll. A copy of the national Exclusions Policy is available to view or download from the school website.

The following behaviour is identified as unacceptable within our school community:

- Physical, mental or cyber bullying of another child or an adult
- The carrying or use of an offensive weapon or object with the potential to harm
- Physical assault and acts of violence towards another child or adult
- Persistent and sustained verbal abuse
- Racist or homophobic incidents
- Extortion of money or belongings and gambling
- Destructive activity resulting in damage to property or belongings

- The carrying or distribution of a drug recognised as harmful
- The safety and learning of others are seriously hindered
- Child on child abuse

9. Adjustments to the Relationships and Behaviour Policy

Where children have been identified as needing additional support due to a SEND need, reasonable adjustments to the Relationships and Behaviour Policy will be agreed between home and school. A copy of the Special Educational Needs and Disabilities Policy is available to download from the school website.

Partnership

School staff will work hard to ensure that the aims and requirements of the Relationships and Behaviour Policy are achieved and maintained, while parents and the wider school community can also play an important part in ensuring the success of the expectations at Wembdon St George's Church School.

Through the Family and School Partnership and ongoing communications, a positive relationship can be formed between the school and every family. The Headteacher encourages families to meet with school staff and discuss any aspect of their child's wellbeing, performance or behaviour. The focus is always on positive support and intervention at an early stage to ensure the happiness and wellbeing of everyone within the school community

11. Monitoring:

The leadership team will review the effectiveness of this policy on a weekly, termly and annual basis.

Monitoring may include:

- Behaviour audits
- Classroom and playground observations.
- Analysing weekly reports from Scholarpack
- Feedback from individual children, families and staff

Each month the leadership team will monitor behaviour logs on Scholarpack. Where a child has received three incidents, a letter will be sent home to parents. If there are repeat consecutive letters a meeting will be arranged between home and school with the aim of establishing positive support and intervention.

12. Linked Policies and Documents

- Anti-Bullying Policy
- BWMAT Complaints Policy
- Wembdon Safeguarding and Child Protection Policy (September 2022)
- BWMAT Children Looked After (CLA) Policy
- BWMAT Special Educational Needs and Disabilities Policy (September 2022)
- DFE Non-statutory advice 2013: Use of reasonable force

- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. (July 2022)
- [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- Behaviour in schools, advice for headteachers and school staff (September 2022)
- SEND Local offer (September 2022)
- Wembdon Families and School Partnership (2022)
- BWMAT Positive Handling Policy (May 2022)
- BWMAT Code of conduct for employees and volunteers (September 2022)
- Wembdon Acceptable Use Policy (November 2022)

13. Review

The Local Governing Committee reviews this policy annually during Term 1