

Telford Junior School

Relationship Policy



Approved by: The Board of Governors

Date: 24/1/23

Reviewed: 1/11/24

Next review: December 2025

Introduction

Telford Junior School's Relationship Policy is designed to support a whole school approach to promoting positive relationships in our school community. This is central to our mission statement of, "Nurturing high expectations and an enjoyment of learning".

Context

This policy aims to take account of the extensive range of legislation, guidance and advice presented to school leaders and teaching staff (see references in Appendix 1). The policy reflects the Department for Education's concerns about children remaining in mainstream education, with research indicating the impact of suspension and permanent exclusion on children's future learning and life chances. Following the periods of lost education resulting from the pandemic, the policy also aims to promote good attendance in school, with an emphasis on supporting children's social, emotional and mental health (SEMH) needs. The policy endeavours to address safeguarding concerns, in relation to bullying and child-on-child abuse, highlighted in Keeping Children Safe in Education 2023, through a proactive approach to nurturing positive relationships. The policy promotes strategies that are consistent with educational psychology research and reflects an understanding of trauma and Adverse Childhood Experiences (ACEs). The policy promotes inclusivity in line with the Public Sector Equality Duty.

Aims

- To create a school community in which all members feel safe, secure and valued.
- To establish a calm, safe and supportive environment conducive to learning for all the pupils in the school's care.
- To promote the highest standards of behaviour amongst all members of the community.
- To celebrate successes and positive, safe behaviour.
- To challenge inappropriate and unsafe behaviour sensitively, understanding underlying problems that need to be supported.
- To nurture tolerance, empathy and consideration in members of the school community.
- To be fully inclusive.
- To create a community of self-discipline and acceptance, where all members take responsibility for their actions.

Objectives

- Positive relationships are taught through our curriculum (PSHE lessons, assemblies and the way in which lessons are taught and delivered) and through our school ethos.
- Through our curriculum, we model and celebrate positive behaviour and relationships.
- In addressing inappropriate and unsafe behaviour, we use restorative practices and conversations to encourage positive relationships; where a relationship has broken down, we use a restorative approach to repair and rebuild the relationship.
- As a staff, we develop strategies to support unresolved problems; tailoring them to the needs of individual pupils.
- We develop a trauma informed approach, where relationship is at the centre of every interaction.
- We understand the need for a differentiated approach to behaviour management, working with children and their families to understand and find solutions to specific circumstances and challenges.

- There is a consistency in the language we use and the steps we take to address inappropriate and unsafe behaviour.
- Our school community adopts relational and educational practices, which protect, relate, regulate and reflect.

Curriculum

- Teaching staff seek to provide a positive, stimulating and challenging learning environment and range of learning activities that motivate and enthuse pupils.
- Teaching staff model behaviour expectations and consistently celebrate positive behaviour, positive relationships and safe choices.
- Teaching staff reinforce positive behaviours through individual guidance and counselling, incorporating a restorative approach.
- Children are encouraged to identify key adults within the school community to support them with making safe choices.
- The school's core values are taught through discrete PSHE lessons, in assemblies, through the delivery of other curriculum subject areas (through coverage and collaborative learning activities) and through our school ethos.
- We involve parents/carers in celebrating successes, positive behaviours and reinforcing positive messages about relationships.
- We involve parents/carers in addressing challenging behaviours; to help identify underlying causes, to develop strategies and solutions, and in supporting children to repair a situation.
- We work with outside agencies to develop techniques to encourage positive behaviour.
- The school offers all staff training to meet the needs of teaching and supporting children who are presenting with challenging behaviour.
- We convey to the children clear expectations around positive behaviour, making safe choices and forming positive relationships. This is achieved through a code of conduct understood by all members of the school community, to be:
 - ✓ Respectful
 - ✓ Responsible
 - ✓ Ready
- Rewards are used to celebrate and reinforce positive and safe behaviour and positive relationships:
 - Rewards do not need to be material and they should be proportionate and sincere, prioritising intrinsic rewards (e.g. better learning being acknowledged verbally). This avoids 'reward fatigue' (Tom Bennett, "Independent Review of Behaviours in Schools", March 2017).
 - When talking to children we refer to safe and positive choices, which lead to recognition and rewards. Using the language of choice promotes self-management of behaviour, key to pupils becoming independent learners.
 - We aim to 'catch' positive behaviour, rewarding with recognition and highlighting to other pupils how it supports learning.
 - We employ simple gestures, smiles and nods to indicate approval for behaviours, attitudes and achievements.
 - We employ verbal praise.

Passport to Play

Children who have achieved and demonstrated the school values of being respectful, responsible and ready for learning during the week will earn an extra break on a Friday afternoon. Children who have not met the expectations will use this time to catch up on their learning.

- Other ways in which we acknowledge success and good behaviour include:
 - Use of stickers and stamps in exercise books.
 - Written praise in books.
 - Sending home positive notes (or emails), so that the success can be shared with families.
 - Award merit certificates and head teacher merit certificates.
 - Award children positions of responsibility.
 - Provide recognition within the school community during assemblies or the school newsletter.
 - Display work in classrooms or around the school.

Restorative Approach

The school uses a restorative approach to improve behaviour, looking into the underlying causes of misbehaviour and taking account of SEND, SEMH (social, emotional and mental health), safeguarding factors and protected characteristics that could all have a bearing on why a child is struggling to regulate their behaviour. The school recognises that a differentiated approach to behaviour management is needed under the Public Sector Equality Duty and the Equality Act 2010.

Protect

In the event of more extreme behaviour, staff should call on a colleague to support and help defuse the situation (being mindful not to involve too many people, which can be overpowering for the child and serve to escalate behaviour). In the context of a lesson, this should be a year group or another teaching assistant. At break time the duty teaching assistant can support the duty teacher, while at lunch time another member of the midday team can offer support.

In the case of heightened behaviour 'time out' can be used to de-escalate the situation and enable the pupil to regulate their emotions. 'Time out' is short time outside the classroom, supervised by a member of staff, or the pupil moving to a designated space on the field in the case of a PE lesson, to calm, breathe, achieve a different perspective and regulate themselves.

Relate: An important part of de-escalation is to empathise with the child's feelings and demonstrate an understanding of their distress. This is not an acceptance of inappropriate behaviour, but designed to help regulate the child's behaviour.

Regulate: It is important for the child to be allowed to regulate their emotions before entering into restorative conversations. Staff should use their professional judgement to determine when it is best to discuss an incident, mindful of not embarrassing the child in front of his/her peers and of not unnecessarily disrupting the learning of others.

Reflect: Children are encouraged to reflect on behaviour choices and they are guided on how to make better and safer choices in future. There is a 'stepped approach' to addressing behaviour, so that the response is proportionate, explained and followed through in a reasonable time frame (taking account of the need for children to 'regulate' before engaging in restorative conversations):

1. **Reminder** – reminder of school rules, delivered privately if possible; taking the initiative to keep the matter at this stage, rather than it escalating.
2. **Verbal warning** - delivered privately if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue (e.g. "Think carefully about your next step ...", "If you choose to do the right thing", "If you choose to ignore").
3. **Final chance** – speak privately, giving a final opportunity to engage; offer a positive choice and refer to previous examples of safe choices; use scripted interventions; attach two-minute stay behind / catch up later, if they do not change their behaviour.
4. **Time in** – conversation during break time to discuss behaviour choices and alternative actions. This can be quite brief or the teacher could decide on making it a 'reflection time' (see ahead), depending on the seriousness of the behaviour.

Each lesson should start with a 'clean slate'. Children should be given the chance to change their behaviour during the course of the lesson and earn back any lost play time, using professional judgement.

Reflection Time

Reflection time is central to scaffolding a way towards better behaviour and improved relationships.

- Reflection time is given to a pupil for a serious breach in the behaviour code.
- It is given by the pupil's teacher, in response to a matter they have dealt with directly, or which has been brought to their attention by a support member of staff (teaching assistant or cover teacher) and recorded as a behaviour incident on CPOMS.
- It is administered by the pupil's class teacher, at an agreed time with the pupil (break time or lunch time).
- The time taken depends on the engagement of the pupil and the extent of the difficulty that has arisen.

Purpose

As part of the restorative approach, it is an opportunity for the pupil to reflect on:

- School expectations.
- What happened.
- What the child was thinking at the time.
- How the behaviour made the other person feel (empathy).
- How this could be put right (repair).
- How the situation could be handled differently next time.

Staff should use the Behaviour Reflection Form (Appendix 2) to help structure the reflective conversation.

'Reflection Time' is not intended to be punitive, but restorative. It is part of the process of scaffolding improved behaviour, by helping the child to address unresolved difficulties or challenges.

As part of the restorative process, it is important for reflection time to involve the member of staff who was involved in the incident, so that:

- The reflective discussions are accurate.
- Relationships can be repaired.
- The authority of the member of staff is not undermined.

In cases of persistent behaviour challenges, senior leaders can be brought into the reflective conversations to support the teacher. At this stage it will probably be necessary to involve the child's parents/carers, if the teacher has not already done so.

The challenging behaviour of some children is the result of poor language and communication skills, poor social skills or undeveloped emotional intelligence. Recognition of positive behaviour by these pupils and rewarding such behaviour is important. They must also be supported to develop skills which enable them to manage and improve behaviour.

Consequences

The school operates within the guidance of the Department for Education (2016) in relation to consequences for poor behaviour choices. The Department for Education states that consequences may include:

- Verbal reprimand.
- Additional work or repeating unsatisfactory work.
- Loss of privileges (including representing the school or going on a school trip, if it is considered appropriate).
- Missing break time or being kept in during lunchtime break, to discuss and reflect on inappropriate or unsafe behaviour choices.
- A school-based service to the community (helping with a particular task in school).
- Regular reporting (e.g. behaviour chart), as part of a behaviour plan.
- Restorative conversations, including attending reflection time.
- Suspension (in extreme cases, following DfE statutory guidance).
- Permanent exclusion (in extreme cases, following DfE statutory guidance).

Consequences must be proportionate, taking account of the pupil's age, their special educational needs, race, or other equalities that might have a bearing on an instance of inappropriate or unsafe behaviour. Consequences must be reasonable in all circumstances. Consequences are to be determined by members of staff. It is not appropriate for parents/carers of other children to become involved in the process.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum, to ensure all pupils can meet behavioural expectations in the curriculum.

Parent/Carer Involvement

In the case of a child exhibiting persistently challenging behaviour, it is important for the teacher to involve parents/carers. The class teacher will arrange to meet with parents/carers to discuss their child's behaviour and to consider underlying causes and suitable strategies that could be shared between home and school;

some form of daily communication or behaviour chart will be put in place for that half-term, to support improvements in behaviour.

If behavioural difficulties persist, they will be viewed as requiring additional support (see below) and a meeting involving parents/carers, the teacher and a member of the leadership team will be held to plan the way forward. At this stage, it is likely that professional advice may have to be sought through the school's special educational needs (SEN) provision.

Early Help

There are other 'external' factors which may impact on a pupil's behaviour, such as adverse home circumstances, attendance, supervision outside school, etc. In some cases, these will mean that the pupil is on the Child Protection Register or registered by the Local Authority as a Child in Need.

It may be appropriate to offer Early Help support to families where a pupil's behaviour is consistently not meeting the expectations. This could be in the form of an Early Help Initial Assessment (involving other agencies), or through the offer of Early Help strategies developed in school, such as nurture activities or school counselling.

Early Help could involve developing agreed procedures to scaffold improved behaviour. These would be set out in a Behaviour Support Plan.

Year 6 teachers and the SENCO will ensure that information about behaviour management and strategies that have been used in primary school (including those which have worked and those which have been less effective) is shared with pupils' secondary schools, to support transition.

SEND

Many children who struggle to meet school behaviour expectations do so because of reasons connected to an identified special educational need. Additional support should be given to these pupils. Where a student has a disability (including attention deficit hyperactivity disorder, autistic spectrum disorders or learning difficulties), the school must make reasonable adjustments. This is morally the right course of action and is required under the Equality Act 2010:

In the case of a pupil with an identified special educational need, the procedure for dealing with that child may differ. The alternative strategy will be formed in agreement with the pupil, their parents/carers and the relevant school staff. The procedure will be clearly explained to all those who might have contact with the pupil in school.

Exclusion

In more extreme cases schools may use suspension or permanent exclusion. The school believes that the previously mentioned sanctions, with parental/carer support, will be effective in dealing with most of the situations which occur in school. The use of exclusion (suspension or permanent exclusion, around lunchtime behaviour, or at other times in the school day, including before and after school) as a sanction, would only be considered once the pupil has proved to be unresponsive to other strategies, or to deal with a very serious incident.

The decision to exclude a pupil would be taken "in response to a serious breach or persistent breaches of the school's behaviour policy; where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school" (Exclusion from Maintained Schools, Statutory Guidance, September 2017).

It would be hoped that a period or periods of suspension would be sufficient to address a serious breach or persistent breaches of the school's behaviour policy. However, a permanent exclusion could be applied if the school believes all other options have been exhausted and the school can no longer manage the extremity of behaviour, meet the pupil's needs, or guarantee the safe learning environment in the school for other pupils or staff.

All forms of exclusion will be dealt with in accordance with the Department for Education's statutory guidance. Managing the behaviour of pupils with special educational needs, including decisions around exclusion, will take account of the school's legal duties under the Equality Act 2010.

Pupil Safety and the Use of Physical Restraint

The school adheres to the non-statutory advice from the Department for Education on the 'Use of Reasonable Force' (July 2013, Crown copyright 2015):

"Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder."

"Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances, such as breaking up a fight or where a student needs to be restrained to prevent violence or injury."

"The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances."

DfE guidance is that schools should not have a 'no contact' policy:

"There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm."

The Department for Education publication 'Use of Reasonable Force' lists examples of when schools can use reasonable force.

Schools are advised to take their own decisions about staff training. A number of staff members have been trained and certificated in Positive Handling, an approved approach to physical restraint.

The National College's certificated training programme, "Use of Physical Force in Schools", has been delivered as staff CPD.

Roles and Responsibilities

The Board of Governors

The Board of Governors is responsible for:

- Reviewing and approving the written statement of behaviour principles.
- Reviewing this behaviour policy in conjunction with the headteacher.
- Monitoring the policy's effectiveness.
- Holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Board of Governors.
- Giving due consideration to the school's statement of behaviour principles.
- Approving this policy.
- Ensuring that the school environment encourages positive and safe behaviour.
- Ensuring that staff deal effectively with inappropriate and unsafe behaviour.
- Monitoring that the policy is implemented by staff consistently with all groups of pupils, taking account of the specific needs of individuals.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1).
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Teaching Staff

Teaching staff are responsible for:

- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the relationship policy consistently and with respect to the individual needs of pupils.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly (see Appendix 3).
- Encouraging pupils to meet the school's expectations.

- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's relationship policy and promote it at home as appropriate.
- Support their child in adhering to the school's relationship policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture.
- The school will endeavour to build a positive relationship with parents and carers, by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following through PSHE work:

- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the relationship policy.
- The school's key rules and routines.
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard.
- The pastoral support that is available to them to help them meet the behavioural standards.
- Pupils will be supported to meet the behaviour standards and will be provided with regular guidance wherever appropriate.
- Pupils will be supported to develop an understanding of the school's relationship policy and wider culture.
- Pupils views will be sought about their experience of the behaviour culture, to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals, as required.

Legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property.

Behaviour Reflection Form.



COMPLETED BY THE TEACHER TO RECORD RESPONSES

Name: Class..... Date:

Today you are missing your break time. Think carefully about why this is and which behaviour you need to change.

- Which of the school expectations have you not followed?

School Expectations	Put a cross by the expectations you didn't follow.
Be ready	
Be respectful	
Be responsible	

- What happened?

.....

- What were you thinking and feeling at the time?

.....

- How do you think your behaviour made the other person feel and how can you put this right?

.....

- How could you handle this differently if you felt like this again?

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Pupil signature:

Teacher signature:

Behaviour Management at Telford Junior School

