Dargavel Primary School - Relationships Policy Position Paper

Kindness   Respect   Acceptance   Growth

Contents

'Growing our Community, Achieving our Potential, Shaping our Future'

Purpose

The purpose of this position paper is to provide further background on our relationships policy to all stakeholders (staff, pupils, families and partners). This policy will share our restorative and nurturing relationships approach to behaviour management.
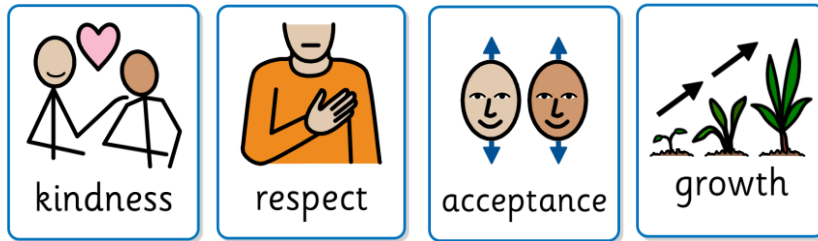
Through consistent practice of our policy, we will allow all pupils to be part of a calm and safe learning environment where they are supported emotionally and in turn, educationally.

Our policy lays out a set of shared expectations between the adults in our school and our pupils. All adults will provide a clear, consistent and calm approach to promoting positive behaviour. Our main goal is to embed a nurturing, empathetic and respectful ethos. This is achieved through the development of positive and supportive relationships.

Aims

- To provide a clear, fair, and consistent approach to managing behaviour, based upon the nurturing principles.
- To ensure flexibility in supporting behaviours that may be the result of Adverse Childhood Experiences and/or additional support needs.
- To ensure our school values (Respect, Kindness, Acceptance, Growth) underpin our ethos and approaches that are permeated throughout our positive relationships policy.
- To create an inclusive environment where all learning opportunities are maximised.
- To recognise the skills and expertise of staff to support in de-escalation, co-regulation and resilience.
- To equip pupils with emotional literacy where they can explore and self-regulate their emotions and build / maintain positive relationships.

Dargavel Values

At Dargavel, we want all of our pupils to grow and become the best they can be. We aim to develop the whole child along with their awareness of the world around them. This is demonstrated through our school values. We reinforce our values through ongoing recognition. This is evident through house tokens, Pupil of the Week and positive reinforcement strategies.

We celebrate those who go above and beyond to show our values. This is highlighted through our Pupil of the Month. Here, pupils are selected for going beyond the expectations of showing our values, and particularly, the focus value for that month.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to excellent behaviour.' *(Paul Dix)*

Positive Strategies

The following strategies are delivered with consistency across all stages. The aim is to ensure that positive recognition goes to positive conduct and that our pupils feel they are part of a safe space with clear expectations and boundaries. Here, they will feel valued within our community and in turn, are motivated to always try their best.

All adults in our school will recognise pupils going above and beyond to show our values. They will be recognised in the following ways:

- House Tokens: All staff can recognise pupils to receive house tokens. Tokens are collected and counted weekly. Each week, the winning house receives an extra break. The house with the highest number of tokens across the year will earn a House Trip.

- Recognition Board: All classes will display a recognition board. Together, a meaningful focus for recognition will be agreed within each class. All children have the opportunity to be recognised by adults and peers and have their name placed on the board. Each class can decide on a shared celebration when all names are on the board.
  'This is not intended to shower praise on the individual, it is a collaborative strategy – we are one team focused on one learning behaviour and moving in one direction.' *(Paul Dix)*

- Positive correspondence home: Members of the leadership team or class teachers contact parents via Seesaw or telephone to share success of pupils. Children may also receive a note home with details of any positive recognition.

- Pupil of the Week / Month: Each week, pupils are recognised by their class teacher for showing our values. With a focus value in place for each month, teachers will nominate children who have gone above and beyond with this value and recognise them as Pupil of the Month. All children receive a certificate during weekly assemblies.

- <u>Dargavel Delights:</u> All children recognised as Pupil of the Month are invited for a treat with our Senior Leadership Team to celebrate going above and beyond in showing our values.

- <u>Awesome Achievers:</u> Families can share achievements from outside school. These can be shared with class teachers and are shared on our 'Awesome Achievers' wall in school.

Policy Overviews and Plans

<u>Relationships Policy Overview (See Appendix 1):</u> This concise document will be visible in class and around our school. This will promote consistent use from all staff and raise awareness amongst pupils.

<u>Dargavel Language Overview (See Appendix 2):</u> This A4 document details the nurturing language scripts utilised by all staff across our school. All staff will also wear these scripts on lanyards for consistent use in class and across the school. These scripts are used as part of our Classroom and Playground Plans. The purposes of these scripts can be found below:

- <u>30-Second Script:</u> This script applies for low-level behaviour apparent within Step 3 of our Classroom Plan. This is when behaviours are not reflective of our values, but a verbal prompt is all that is required. All staff will deliver this script with a neutral tone in a way designed to prevent escalation. Once the script has been delivered, the pupil will owe two minutes to whoever delivered this script during the break / lunch following thereafter.
- <u>Nurturing Scripts:</u> Nurturing scripts may be utilised at Step 3 of the Classroom Plan where a child is upset, distressed or for any repeated incidents where the 30-Second Script has been ineffective. The purpose of each nurturing script is listed below:
  - *Language Patterns:* This offers a partial agreement and can defuse a situation quickly. The incident can then be followed up later if required.
  - *Connecting & Defusing:* This is an opportunity for the child to feel included and share responsibility. This provides a sense of agency and control whilst being issued with minimal options and reasoning from the adult.
  - *Running Commentaries:* This provides opportunities to develop emotional literacy with the child where they can make sense of the world around them. This is where the adult describes what they see with regards to the child's emotions. Here, they can then develop in awareness and connect their feelings.
  - *Language of Belonging:* For all children, and particularly those who have experienced trauma or challenges with attachment and relationships, a sense of belonging is very powerful. This script embeds an ethos of all children feeling safe and welcome within our school community.

<u>Pupil Reflection Sheet (See Appendix 3):</u> This will be used to support children in identifying any emotional triggers as well as co-create a support plan. These will be formally recorded as part of Step 3b on the Classroom Plan. The format of the dialogue will remain the same for Step 3a of the Classroom Plan, however, this will not be formally recorded, but rather, it will be carried out verbally.

<u>Classroom and Playground Plans (See Appendices 4 & 5):</u> These plans deliver a sequence of steps which are focused on small but certain consequences and a restorative, not punitive ending. All adults will use these plans to ensure consistency and reinforce the safe ethos for our pupils. The plans follow similar steps but are amended to suit the classroom / playground environment to ensure they are always meaningful and appropriate.

<u>Personalised Relationship Plans (See Appendix 6):</u> Where a child is not able to access the plans as mentioned above (this may be due to behaviour being an additional need), they may receive more targeted support through a Personalised Relationship Plan. These will be co-created between the child and the link Depute

These plans will be shared with all adults working with this child. Plans will also be shared with families to ensure consistency between home and school.

Restorative Approaches

'Punishment doesn't teach better behaviour, restorative conversations do.' (Paul Dix)

All staff within our school play an active role in promoting positive relationships. All staff are equipped with these skills through ongoing training, collegiate working and dialogue. Any behavioural incidents are dealt with there and then, whether that be in the classroom or playground. Teachers will primarily deal with any incidents within the classroom. However, to minimise any disruption to teaching and learning time, the leadership team may become involved in a variety of ways. Where necessary, parents may be contacted. However, if it is felt that the matter has been resolved effectively, this may not always be required.

Restorative Conversations:

'The positive relationships you form with pupils depends on a restorative approach being your default mode.'
(Paul Dix)

In Dargavel, we carry out restorative conversations with an aim towards supporting pupils in their understanding of how their behaviours impact others. We model appropriate behaviours and teach what this looks like. This in turn equips pupils with a toolkit where they can avoid a similar incident occurring in the future.

Restorative Questions (Detailed on Appendix 1): These questions develop the child socially and emotionally. Staff are equipped to use these questions and determine how to use them most appropriately in terms of age and stage.
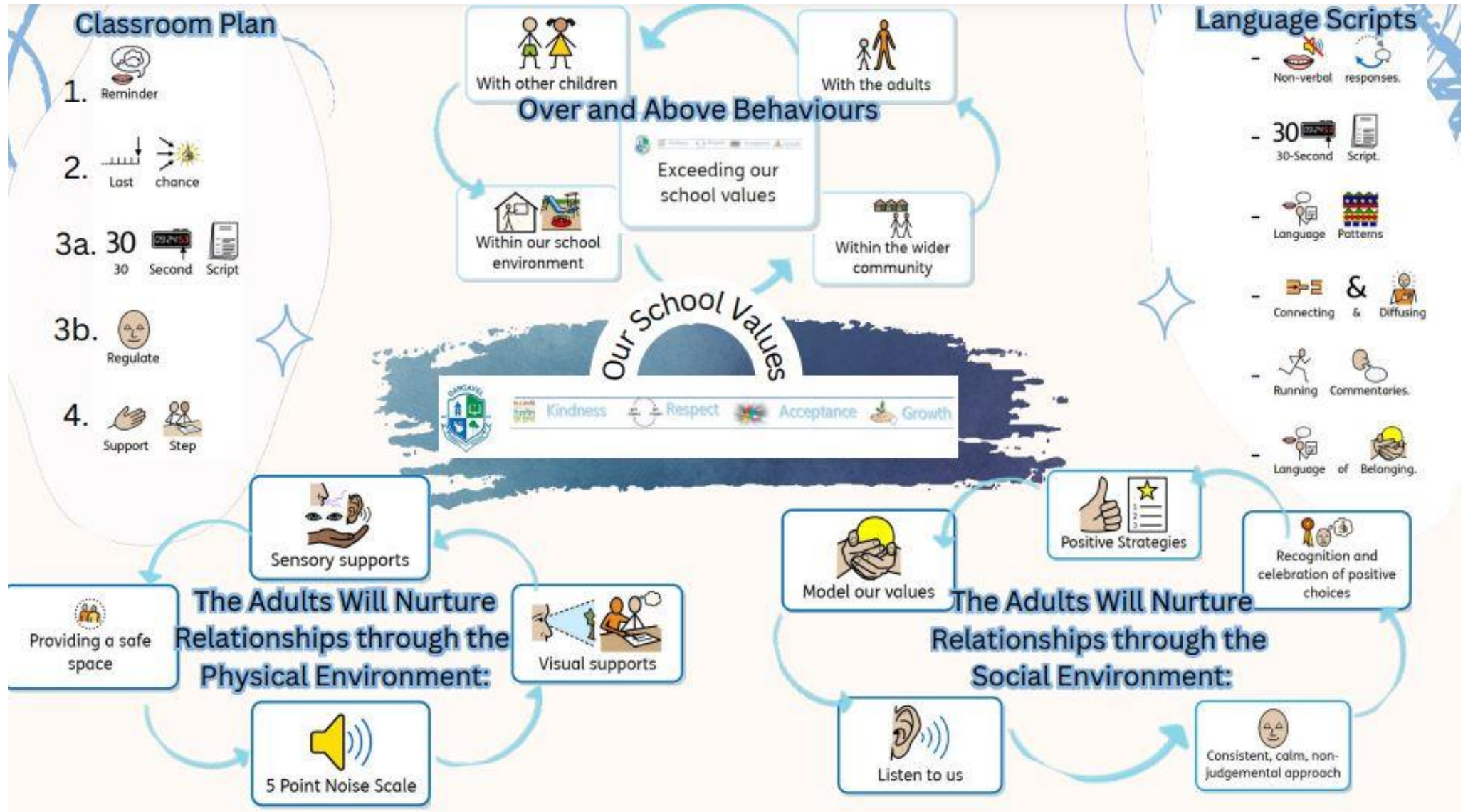
Consequences

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.'   (Paul Dix)

At Dargavel, we encourage positive behaviour which reflects our schools values. The use of positive reinforcement to develop positive relationships will always be our default approach.

In any instances where a child is not responding to these strategies, there needs to be clear and consistent consequences. These consequences have been determined through consultation with staff who know our pupils well and the children themselves. This ensures that they are meaningful and understood. These consequences are never shameful or excluding wherever possible:

- 2 minutes owed: This is a reflective time where a child discusses their actions privately with their class teacher / adult identifying prompting this consequence. The purpose is for the adult to remind the child of our values and the impact of their behaviours on others. It is to encourage positive behaviours in the future.
- Value of the Values: This is an appropriate action linked to the incident and value which has not been shown. For example, where a child has not completed class work due to failure to respond to positive strategies, this work may be sent home. Another example may be when respect has not been shown to our school environment, we may ask the child involved to support in rectifying this through clearing of any mess or repairing of any damage. We ask that parents support this and so, a 'Value of the Values' slip is sent home to be signed and returned the following day. Parents having a discussion with their child on how to avoid 'Value of the Values' time in future would have a positive impact.
- Parental Involvement: We feel it is important for parents to be aware of repeated and / or more serious incidents. We will communicate this through phone call, or an informal / formal meeting.

Classroom Plan

1. Reminder

2. Last chance

3a. 30 Second Script

3b. Regulate

4. Support Step

Over and Above Behaviours

With other children

With the adults

Exceeding our school values

Within our school environment

Within the wider community

Our School Values

Kindness · Respect · Acceptance · Growth

Language Scripts

- Non-verbal responses.

- 30-Second Script.

- Language Patterns

- Connecting & Diffusing

- Running Commentaries.

- Language of Belonging.

The Adults Will Nurture Relationships through the Physical Environment:

Sensory supports

Providing a safe space

Visual supports

5 Point Noise Scale

The Adults Will Nurture Relationships through the Social Environment:

Positive Strategies

Recognition and celebration of positive choices

Model our values

Listen to us

Consistent, calm, non-judgemental approach

Non-Verbal Responses

Proximity: Stand next to the pupil / use strategic seating plan.

Waiting: Stop talking, stand quietly and wait until all pupils are doing what they should be.

Removing Distractions: remove item of distraction and return and return it when pupil is back on task.

30-Second Script

-I noticed you are...'

-'You are not showing our value(s) of...'

-'You have chosen to...'

-'Do you remember when you...'

-'That is who I need to see today. Thank you'

Language Patterns

-When, then:
'When you sit down, then I can speak to you.'

-Maybe and:
'Maybe you are upset and when you sit down, I can speak to you.'

-If, then:
'If you are stuck, then put your hand up.'

The Language of Dargavel

Kindness   Respect   Acceptance   Growth

Connecting & Diffusing

-Offer Choice: Instead of 'Its time for you to read your book', try 'Which book would you like to read.'

-Limit use of non-negotiable words: 'Is it alright with you if', 'How do you feel about...'

-Share Responsibility: 'us', 'we', 'let's', 'together'

Running Commentaries

-Describe and say what you see (with regards to a child's emotions):

'I noticed that you were using your hands.'

'I noticed that you were needing more toilet breaks than usual.'

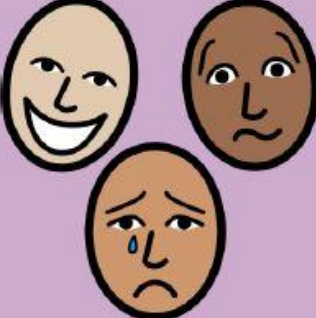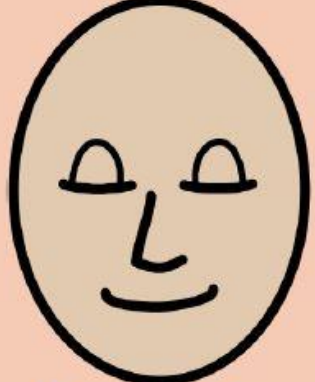'I noticed you using the wrong choice of words.'

Language of Belonging

'You are a valued member of our Dargavel community.'

'You are a Dargavel boy / girl.'

'You belong and are an important member of our classroom.'

'I'll be thinking about you and keeping you in mind.'

Pupil Reflection: _____

Triggers	Body Sensation	Emotion Words	Behaviour	Regulation

Appendix 4 (Classroom Plan)

	Steps	Actions
1	Reminder	Use a non-verbal strategy initially or a whole-class reminder. If this is not effective, try a verbal reminder of the desired behaviour, delivered privately if possible, e.g. 'I would love to see you focussing on your maths in order to get it finished on time.'
2	Last Chance	A verbal caution delivered to give the pupil a final chance to engage, delivered privately, making the pupil aware of their behaviour. Use the phrase, 'Think carefully about your next step as that will be 2 minutes owed.'
3a	30-Second Script	If the pupil still does not engage, use the 30-second script. Attach, 'You now owe me two minutes.' These two minutes cannot be removed. The 30-second script is usually only appropriate for low-level behaviour. One of our nurturing language scripts may be more appropriate for other incidences. During these 2 minutes owed, the running commentaries script will take place following the same format of the 'Pupil Reflection sheet' and if a further consequence is required, this will be established during this time. This does not need to be formally recorded but should be carried out verbally using the lanyards provided.
3b	Regulate	This step is only needed if the child is dysregulated or when the 30-second script has not been effective. They may be able to regulate themselves or require 'time in' with an adult (co-regulation). Our safe space can be used if required or a 'calm corner' within the classroom. During time with the adult, children will carry out a 'Pupil Reflection sheet' with the adult who has issued the steps up until now. Here, any triggers will be identified as well as discussion of the impact whilst adults utilise the Language of Dargavel – Running Commentaries to do so. From this, support steps will be established. A photo should be taken of this and shared on Seesaw with parents. If there has been a consequence, this should also be shared with parents at this point. During this time, the teacher may decide on a related, appropriate consequence for the child's actions linked to our values. For example, if significant learning time has been lost, the teacher may decide work should be taken home to complete ('Value of our Values').
4	Support Step (optional)	In more serious circumstances, like threatening behaviour, support may be needed from SLT, Key Worker or CA. This support should be specified on a personalised plan as part of the staged intervention process / in-house inclusion support.

Appendix 5 (Playground Plan)

	Steps	Actions
1	Reminder	Use a non-verbal strategy initially or a whole-class reminder. If this is not effective, try a verbal reminder of the desired behaviour, delivered privately if possible, e.g. 'I would love to see you focussing on your maths in order to get it finished on time.'
2	Last Chance	A verbal caution delivered to give the pupil a final chance to engage, delivered privately, making the pupil aware of their behaviour. Use the phrase, 'Think carefully about your next step as you will owe me 2 minutes.'
3	30-Second Script / Nurturing language script	If the pupil still does not engage, use the 30-second script. Attach, 'You now owe me 2 minutes.' to this step. These two minutes cannot be removed. The 30-second script is usually only appropriate for low-level behaviour. One of our nurturing language scripts may be more appropriate for other incidences.
4a	Regulate (optional)	This step is only needed if the child is dysregulated. They may be able to regulate themselves or require 'time in' with an adult (co-regulation). Our identified safe space can be used if required, 'walk and talk' or a quiet area in the playground.
4b	Restore time (optional)	'Restore' time can be used following breaks if the child isn't settled and ready to go back into the classroom. As a rule of thumb, a restorative conversation is usually only needed where there has been a break down in a relationship, e.g. between an adult and pupil or pupil to pupil. During which you can decide on a related, appropriate consequence for the child's actions. For example, if the child isn't making safe choices on the climbing frame, they lose one day playing on it.
5	Support Step (optional)	In more serious circumstances, like threatening behaviour, support may be needed from SLT, Key Worker or CA. This support should be specified on a personalised Relationships Plan for children identified with behaviour as an additional need.