



St Charles' Primary School
Relationships Policy
Updated October 2023

Where you are loved, included and respected

Purpose

The purpose of this policy is to provide teachers, pupils and parents an overview of St Charles' Primary School's restorative and relationship-focussed approach to behaviour management. This approach will allow the pupils at St. Charles' to enjoy a calm and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

This policy promotes positive relationships with peers and adults with the common purpose of helping everyone learn in a nurturing, empathetic and respectful environment. Consistency, and clear, calm adult behaviour underpins all aspects of our practice.

Aims

To provide a clear, fair, and consistent approach to behaviour based on nurturing principles and restorative practices.

To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.

To always remember that we value: **Kindness, Honesty & Determination.**

Working collaboratively as a staff and with external agencies to promote our nurturing and relationship-focused approach.

To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.

To give staff the tools to enable them to model, support and equip children with strategies to manage their own behaviours and build positive relationships with others.

Our Values

At St. Charles', we have high expectations. All pupils and staff are expected to demonstrate the values we have adopted as a community. These are:

● **KINDNESS**

● **HONESTY**

● **DETERMINATION**

Pupils who demonstrate our school values are recognised in a variety of ways including class *'shout out' boards, class rewards and dojo points, house points, parental post cards, family phone calls, values vouchers and recognition at assemblies. *All classes should have a "shout out board" clearly visible.

'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 their excellent behaviour.'

Paul Dix

Pupils who go 'Over & Above' will receive additional recognition. All adults will be looking out for children who show school values and go 'Over and Above'. Ways that children will be recognised for doing so are:

- **School Achievement Wall**

Children who have gone above and beyond by displaying our school values in both the school and wider community in various ways will have their successes & achievements recognised and displayed on our Achievement Wall in the main corridor.

- **Parental Phone Calls**

Promoted staff or class teacher will phone parents to share child's successes. This can be done as & when required throughout the year.

- **Post Cards & Parental Letters**

The Positive Note is also a high-level recognition for consistently going over and above. It can be given to any child by any adult in the school, staff members or visitors. There is no set amount each week- it must be sincere to keep its value. Letters & parental postcards will also be sent home from the Headteacher to recognise outstanding children.

'The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.'

Paul Dix

- **Golden Ticket Tea Parties**

Children will be invited to the Head Teacher's Tea Party which are held regularly October-June for consistently going 'Over and Above'.

- **Walk of Fame**

A small number of children will be selected each week by the class teachers & take part in the walk of fame at weekly departmental assemblies.

- **Golden Achievement Book**

Children's achievements in school & in the wider community will be recognised at our monthly Whole School Achievements Assembly. Achievements will be recorded in the Golden Achievement book which will be displayed in Headteachers office.

- **House points token system**

There will be termly House challenges & the winning house will have an extra 15-minute break.

Children will collect house points for showing school values. At the end of each term, the house with the most points will be recognised with a small reward. Eg movie afternoon

At the end of the year, the overall winning house enjoys a reward of their choosing. Eg inflatable/silent disco/ice-cream van.

- **X (formerly Twitter)**

We will endeavour to celebrate children's achievements & successes in upholding our school values beyond our immediate school community. Teachers and parents alike can share children's successes by tagging @stcharlespais on X (formerly Twitter).

Positive Strategies

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'

Paul Dix

Senior staff & support assistants will create a welcoming environment by greeting pupils every morning through a formal meet and greet at the school gate & entry doors. This aims to provide a consistent welcome each day to every child. Teachers should establish their own routines for welcome in each class before morning prayers.

Policy Blueprint & Classroom Plan

Relationships Policy Blueprint (See Appendix 1)

This is a concise A4 document which teachers will refer to for a consistent approach to our Relationships Policy to ensure behaviour and expectations are clear and consistent.

The Language of St Charles' Primary School (See Appendix 2)

Teacher Talk is a 30-Second Script which will be used as part of the classroom Plan to reinforce expectations when behaviour shown is not reflective of our school values. This will take place at Step 3 of the Classroom Plan. The purpose of this script is to provide a quick, consistent and non-judgemental dialogue with the child to encourage positive choices to be made. The scripted response (Teacher Talk) should be delivered in an emotionless tone, designed to prevent escalation. Once this has been delivered, the child 'owes' 2 minutes. They then must stay behind at break time or lunch to have a quick 2 minute discussion with the class teacher. It is more effective for time to be paid back at the first available opportunity and with younger pupils, immediately where possible.

Classroom Plan (See Appendix 3)

The Classroom Plan will be used by every adult to ensure consistent language and steps are

being used throughout the school, and expectations and consequences for the children are clear.

Playground Plan (See Appendix 4)

The Playground Plan has the same steps as the Classroom Plan but has been amended slightly to be more appropriate for use by adults in the playground.

Behaviour Plan Visual (See Appendix 5)

The Behaviour Plan Visual has been developed to be discussed at assemblies and displayed in key areas of school as a visual reminder for pupils of the steps we have agreed as part of our whole school plan.

Personalised Relationship Plans (See Appendix 6)

These plans will be devised for children who require more targeted support if the universal classroom plan doesn't meet their needs. Class teachers will create these personalised plans ensuring pupil voice is included and share with all adults working with the child to ensure consistency of approach. Plans should also be shared with parents to support consistency at home. Departmental Depute Head teacher can support this process if required.

Restorative Approach

'Punishment doesn't teach better behaviour, restorative conversations do.'

Paul Dix

Every adult in our school is important and can deal with behavioural incidents and support children to regulate their emotions when they are required to do so. If an incident takes place in the playground, this will normally be responded to by a support assistant who will use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. If this cannot be done in the playground, 'Restore' time can be used following breaks as it is important that children are settled and ready to learn when they return to class. It will not usually then be revisited by the class teacher or management team unless further action is required.

Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the Senior Leadership team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child.

Restorative Conversations

'The positive relationships you form with pupils depend on a restorative approach being your default mode.'

Paul Dix

At St. Charles', we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Restorative Questions

These restorative questions will be used to structure restorative conversations. Depending on developmental stage, up to 6 questions will be used. The teacher may decide it would be more appropriate to start with two questions and build on these as the child develops socially and emotionally.

1. What happened?
2. What were you thinking as this happened and how were you feeling?
3. Who has been affected by what has happened?
4. What do you now need to move on?
5. What needs to happen now so that the harm can be repaired?
6. How can we do things differently in the future?

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 St. Charles', we encourage positive behaviour which reflects our school values. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement and regulation strategies will always be our default approach. However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult in relation to specific incidents to ensure clear boundaries. For children with behaviour as an additional need, examples of these will be detailed on their Personalised Relationships Plan.

We aim for consequences never to be shaming or excluding.

Consequences implemented can be '2 minutes owed', 'Pay it Back' or, in more serious or repeated circumstances, parental phone calls, letters/emails home and/or meetings. These are designed to encourage the child to make 'responsible' choices and understand that actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time which then needs to be paid back.

'2 minutes owed' - a reflective time where the child discusses their actions privately with their class teacher and how they may have impacted on others. The purpose of this is to enable the adult to remind the child of our values and to encourage positive behaviour in future.

'Pay it Back' - is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home. Another example is if the playground has been vandalised, we may ask the child or children involved to help repair the damage.

We ask that parents support the St Charles' Relationships Policy by ensuring the 'Pay it Back' form (**See Appendix 7**) is signed and returned the following day. We hope that by parents having a discussion with their child about what has happened they will develop a greater understanding of how to avoid having to 'Pay it Back' in future.

Parental involvement- We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, a letter /email or an informal/formal meeting.

Nurturing Scripts

Nurturing scripts may be a more appropriate response at step 3 of the classroom plan for children who are upset, distressed or for repeated incidents where 30-second script has been ineffective. Please note, the scripts do not need to be copied word for word. It is more important that the child gets a clear and consistent message. The purpose of each nurturing script is detailed below.

- **Language Patterns**- offer a partial agreement and can defuse a situation quickly. You can then follow up the incident later if needed.
- **Connecting & Defusing**- when things need to be done, consider wording requests in a way that offers options and choice to help the child feel a sense of control and agency. Help the child feel included and share the responsibility.
- **Running Commentaries**- describe and say what you see with regards to the child's emotions to help them become aware and connect with the emotion they are feeling, building emotional literacy and helping them make sense of the world around them.
- **Language of Belonging**- having a sense of belonging is very powerful for a child, especially one who perhaps struggles with friendships and/or has experienced trauma. The aim is to consistently reinforce the message of, 'You are welcome, safe and belong here.'

Appendix 1- St. Charles' Primary Relationships Policy Blueprint



St Charles' Primary School Relationships Policy

The adults will	St Charles' Values	'Over and Above' Behaviours
Nurture relationships	Kindness	Exceed our school values
Model our values	Honesty	Impact on the wider St Charles' family
Listen	Determination	
Praise positive choices		
Create a safe environment		

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Classroom Plan	Nurturing Scripts	Restorative Questions
Reminder of Class Rules	Non-Verbal Responses	What happened?
Last Chance	30-second script (Teacher Talk)	What were you thinking as this happened and how were you feeling?
Teacher Talk	Language Patterns	Who has been affected by what has happened?
Time In	Connecting & Defusing	What do you now need to move on?
Restorative Conversation	Running Commentaries	What needs to happen now so that the harm can be repaired?
Support Step	Language of Belonging	How can we do things differently in the future?

Appendix 3- The Language of St Charles' Primary School



The Language of our school community

<p>Non-Verbal Responses</p> <p><u>Proximity</u>: stand next to the pupil/use strategic seating plan</p> <p><u>Waiting</u>: stop talking, stand quietly and wait until pupils are doing what they should be</p> <p><u>Removing distractions</u>: Remove item of distraction and return it when pupil is back on track</p>	<p>Teacher Talk (30 second Script)</p> <p>'I noticed you are ...'</p> <p>'You are not showing our school value of...'</p> <p>'You have chosen to ...'</p> <p>'Do you remember when you ...'</p> <p>'That is who I need to see today. Thank you.'</p>	<p>Language Patterns</p> <p>When ... then</p> <p>'<u>When</u> you sit down, <u>then</u> I can speak to you.'</p> <p>Maybe ... and</p> <p>'<u>Maybe</u> you are upset <u>and</u> when you sit down, then I can speak to you.'</p> <p>If ... then</p> <p>'<u>If</u> you are stuck <u>then</u> put your hand up.'</p>
<p><i>St Charles Primary School, where you are loved, included & respected.</i></p>		
<p>Connecting & Defusing</p> <p><u>Offer choice</u>: instead of, 'It's time to read your book.' Try, 'Which of these books would you like to read?'</p> <p><u>Limit use of non-negotiable words</u>: 'Is it alright with you if...?'</p> <p>'How do you feel about ...?'</p> <p><u>Share responsibility</u>: 'Us', 'We', 'Let's', 'Together'</p>	<p>Running Commentaries</p> <p><u>Describe and say 'what you see'</u> with regards to a child's emotions</p> <p>'You look happy today – you have a big smile on your face.'</p> <p>'I'm wondering if you feel sad today. You've been very quiet.'</p>	<p>Language of Belonging</p> <p>'You are a valued member of the St Charles' family.'</p> <p>'You're a St Charles' boy/girl.'</p> <p>'You belong and are an important member of our classroom.'</p> <p>'Your feelings are ok with me.'</p> <p>'I'll be thinking about you and keeping you in mind.'</p>

Appendix 3- Classroom Plan

	Steps	Actions
1.	Reminder	A reminder of the class charter (rules) delivered privately wherever possible.
2.	Last chance	A verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Ask child if they need to "check in" and this will allow them an opportunity to self-regulate based on where they are on the 5-point scale (upper school only)
3.	Teacher Talk	If the pupil still does not engage, use the 30-second script. Attach, 'Stay behind two minutes after class.' to this step. This two minutes cannot be removed or reduced.
4.	Time In	This step is only needed if the child needs to calm down and compose themselves. Time in might be a short time in a quiet area in the classroom or in The Tranquillity Den if this is necessary. Teaching staff should radio for assistance from a member of support staff or if more urgent or serious a member of the Senior Leadership team.
5.	Restorative conversation	This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions.
6.	Support step	In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SMT, ASNA/CA or another class teacher. This will be specified on a personalised Relationships Plan for children identified with behaviour as an additional support need.

Appendix 4- Playground Plan

	Steps	Actions
	Go for Gold	Promotion of positive behaviour and school values. (Gold Standard)
1.	Reminder	Use a non-verbal strategy initially like proximity, eye contact, whistle, countdown or a reminder to all pupils.
2.	Last chance	If general reminder is not effective, try a verbal reminder of the desired behaviour, delivered privately wherever possible, e.g. 'I would love to see you using your hands kindly when you are playing.'
3.	Chat with adult	A verbal caution making the pupil aware of their behaviour and clearly outlining. Use the phrase, 'Think carefully about your next step as you will owe me two minutes of your time.'
4.	Reflection time (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 of your time.' to this step. These two minutes cannot be removed. The 30-second script is usually only appropriate for low-level behaviour. A nurturing script may be more appropriate for other incidences.
	Restore time (optional)	'Restore' time can be used following breaks if the child isn't settled and ready to go back into the classroom. (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 Smokey Mountain Trail, they lose one break playing on it.
	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). A safe space should be used if required, 'walk and talk' or a quiet corner in the playground.
5.	Support step (optional)	In more serious circumstances, like threatening behaviour, support may be needed from SMT, another ASNA/CA or a class teacher. This support should be specified on a personalised Relationships Plan for children identified with behaviour as an additional need.

Appendix 5 - Behaviour Plan Visual

BEHAVIOUR PLAN



Reminder



Last Chance



Teacher Talk



Regulate



Conversation



Support Step

Appendix 6




Personalised Relationships Plan

Pupil Name:

Date Opened:

Target	Support	Who is responsible	When	Outcome

Appendix 7- Pay It Back Form

Name:	Class:	Date:		
Issued by:				
<p>Dear Parent,</p> <p>Regrettably _____ has chosen not to uphold values of St Charles' Primary School which has resulted in this "Pay It Back" form being issued.</p> <div data-bbox="207 629 1386 891" style="border: 1px solid black; padding: 5px; min-height: 100px;">Details of incident</div> <p>This has resulted in the following consequence.</p> <div data-bbox="207 981 1386 1243" style="border: 1px solid black; padding: 5px; min-height: 100px;">Details of consequence</div> <p>Please can you discuss with your child the merits of good behaviour in school and sign below to indicate you have received this information. It is hoped that with your support the issuing of a similar form can be avoided in the future.</p> <p>Your child should return this form signed tomorrow to the teacher who has issued it.</p> <table border="1" style="width: 100%;"><tr><td>Name:</td><td>Signed:</td></tr></table> <div data-bbox="724 1749 865 1861" style="text-align: center;"></div> <p style="text-align: center;"><i>St Charles Primary School, where you are loved, included & respected.</i></p>			Name:	Signed:
Name:	Signed:			