



# DRAFT RELATIONSHIPS POLICY

*Harehills Primary School actively promotes equality of opportunity for all staff, governors, pupils and parents, creating a harmonious learning community where all can succeed*

At Harehills Primary School effective Relationships are built on the core values of:  
***Respect, Consideration, Honesty and Kindness***

All staff and pupils have high expectations of behaviour and it is an expectation that staff will be role models for children. Adults help all children to understand and maintain our core values by providing opportunities to learn about their actions, both positive and negative, on others and the relationships to which they belong.

Relationships can be challenging but as a school committed to Restorative Practice we aim to enable both staff, children and their families to resolve their own conflicts restoratively.

***Adult Language (including body language and use of voice):***

We are careful what we say and how we say it.

***Respectful***

- Non Judgemental - (Separate the deed from the doer)

***Firm and Fair***

- Engage pupils in learning about the effects of their actions
- Make sure the reason for a decision is always understood
- Set clear expectations for the future

***Restorative***

- To help pupils understand the effect of their actions and the importance of taking responsibility to make things right

## ***PRACTICES***

### ***Staff Code of Conduct***

As part of our Induction for all staff we include a Staff Code of Conduct in our System's File. This is issued to all staff annually and staff sign to acknowledge that they have read and understood it. (see Appendix 1)

### ***Community Building (Circles)***

A structured opportunity for children and their families, staff and Governors to develop:

- A strong sense of belonging to their school, class and group
- Connection to each other and the values the school community promotes
- A sense of value as a member of their class and group

## **HOW**

- ***School Rules***

We have whole school rules displayed in the Hall and the Studio and around the outside of school. Copies of these are displayed prominently in all classrooms and children are reminded of them regularly.

- ***Class rules***

In September every class establishes a set of class rules. This is done in conjunction with the children, as they are more likely to follow rules that they have chosen themselves.

Remember, you can't sanction behaviour that does not break a class rule.

- ***Manners Contract***

Once a year we have a focus on helping our children to understand what good manners look like and help them to see why good manners are important. All children and staff sign a class manners contract and this is shared with families. The Manners Contract is displayed in every classroom in the form of a poster as a visual reminder for all.

- Weekly Key Phase Circles involving all staff working within two year groups
- Circles of Influence - Strategic Leadership Team working with Middle leaders
- Community circles involving all children and staff from a class group
- Go-arounds create opportunities for learning about, and appreciating others.
- Circles to enable pupil voice (School Council, School Food Ambassadors)

### ***RESTORATIVE PRACTICES***

All language and practice provides the opportunities for everyone to:

- learn about the effects of their wrongdoing or inappropriate behaviour
- Take responsibility for making amends to those they have harmed
- Repair and restore the relationship with those harmed and the school community

### **HOW**

#### ***Informal Restorative Practices:***

- Affective Language - Provide immediate feedback to individuals about the effect of their actions (I feel....) and invite a response
- Restorative Conversations - A structured conversation using open-ended questions that help individuals learn about the effects of wrongdoing with an opportunity to make things right
- Impromptu Restorative Meeting - As a restorative conversation but involving 2 or more people

#### ***Formal Restorative Practice***

- Formal meeting - as an impromptu meeting but a more formal setting where all participants have been prepared before the meetings and have agreed to participate.

### ***REWARDS AND CONSEQUENCES***

Positive discipline through effective relationships is how we enable those children who struggle with self-management to become responsible members of the class and we are always fair but firm.

We use rewards and sanctions side by side. We sanction behaviours, not children.

#### **Rewards**

We operate a Smiley face Traffic light system

Smiley face (Green)



Straight face (Amber)



Sad face (Red)



These are displayed on or close to the class whiteboard

All children begin the day under the Green Smiley face. After one warning they move to the Straight Amber face (there are opportunities to move back to the Green Smiley face). Should the inappropriate behaviour continue the child will move to the Sad Red face and consequences will apply.

If children remain on the Green Smiley face they earn their full 30 minutes golden time or for EYFS other rewards will apply (eg; special toy time)

Other rewards which staff can select according to the year group they work in include:

Stickers, postcards, notes, phone calls/texts home

Certificates in Celebration Assemblies

Raffle tickets or tokens leading to a small prize

Visits to a member of the SLT

Marbles in a jar/cubes and positive minutes (gain extra playtime etc...)

'Caught you being good' cards

House team points which lead to a non uniform day half termly

As we hold Leeds Enhanced Healthy School status we try not to use sweets or chocolate as a reward for good behaviour or work.

### **Consequences**

Once a child's name has been placed under the Sad Red face there should be an explanation of the rule they have broken (refer to school/class rules). They lose 5 minutes Golden time or in EYFS 5 minutes time out

- If inappropriate behaviour continues the child will have 5 minutes time out in a 'thinking area' in the classroom. These minutes must be paid back to ensure learning time hasn't been missed (eg: work missed)
- If inappropriate behaviour continues the child will have 10 minutes time out in another class and an additional 5 minutes is taken off Golden time. These minutes must be paid back to ensure learning time hasn't been missed (eg: work missed) and parents/carers are contacted. Behaviour slips must be completed and referrals will be made to the Inclusion team at their weekly meetings
- If inappropriate behaviour continues the child will be sent to Headteacher, Deputy Headteacher or Assistant Headteacher and parents/carers are contacted Behaviour slips must be completed and referrals will be made to the Inclusion team at their weekly meetings

At the end of each sessions all children's names are removed from the Sad Red face and no consequence must be carried over to the next session. ***New session, New start.***

### ***Differentiated Rewards and Consequences***

We acknowledge that for some children at some times there is a need for a differentiated approach. These children will be provided with personalised rewards and consequences as part of their IBP. Support is available from SENCO and Nurture Leader.

## **RECORDS**

You must log all serious behaviour incidents and keep running logs for those children on target cards or IBP. Serious incidents e.g. fights, extreme disruption, assaults, bullying, absconding... need to be filled in on a "Serious Incident Form" and returned to a member of SLT. "Ongoing Monitoring Forms" should be in place for children on target cards or IBP and should be kept in the classroom but accessible to any member of SLT or the Pastoral Care Team. These forms are available on the staff network and **MUST** be used.

*This policy was written as a result of a Working Party (SLT, SENCO, Nurture Leader), advice from Paul Carlile (Restorative Practice Advisor) and informed by majority opinion views from children in all classes across school (Spring/Summer 2013)*

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