



Relationships & Behaviour Policy

At Victoria Road school, we believe positive relationships are the key to learning success. Our relational approach means that we offer calmness, connection, empathy and cooperation in all our interactions. We acknowledge that needs are communicated via behaviour and consequently, we give first attention to best conduct, provide support for emotional regulation and the outcomes of inappropriate behaviour are dealt with sensitively, discreetly and robustly.

We aim / intend:

- to provide a happy, welcoming and inclusive learning environment in which respectful relationships flourish and learners feel safe and secure
- to provide exciting learning opportunities which are collaborative and relational
- to deliver a values led curriculum including an SEL curriculum that teaches strategies to raise self-esteem, self-discipline, self-regulation, empathy and the acceptance of responsibility
- for children to always behave appropriately and learn as a successful part of a social group and to give first attention to this conduct
- to celebrate the children's successes and create sustained positive feelings that lead to internal motivation to repeat pro-social behaviour
- to restore relationships and redress any damage done following incidents of inappropriate behaviour
- to develop a culture of kindness and calmness that is embedded in unconditional positive regard and is fostered by acceptance, empathy and resilience
- to value pupils voices and contributions

Our School Values

As identified by members of our community, everyone in our school should be:

CURIOUS HONEST KIND RESPECTFUL

Therefore, we will all:

(the minimum expectations for behaviour on school grounds are):

- Engage with learning
- Accept responsibility for choices and actions
- Follow reasonable instructions

- Be polite and consider others

It is agreed by all members of our community that it is unacceptable to:

- Damage property
- Disrupt the learning of others
- Shout at others or be rude
- Refuse to follow reasonable instructions
- Hurt others

In partnership with our community, we will recognise and share pro-social behaviour and attitudes.

Children exhibiting behaviours that align with our values will have them reinforced and celebrated through, for example,

- verbal and non-verbal reinforcement: praise, thumbs up etc
- recognition boards
- visits to another significant adult
- posts on ClassDojo
- the provision of special roles & responsibilities
- Activities with a significant adult or peer
- learning jungle and top cat certificates

These rewards are relational in nature. Stickers etc are used sometimes but we recognise that 'rewards' of this nature do not develop intrinsic motivation or relationships.

In partnership with our community, we will work to reduce anti-social behaviours and attitudes.

Staff will:

- Model pro-social behaviours and build respectful relationships
- Be calm, give take up time, be consistent and appropriately assertive
- Recognise, praise (as outlined above) and exemplify positive social and learning behaviours
- Plan and deliver lessons that engage and meet the needs of learners
- Plan and deliver weekly SEL sessions that use the language of emotional self-regulation to discuss behaviours and choices with pupils
- Repeat routines relentlessly so that expectations are clear for all
- Refer to our core values in all conversations about behaviour
- Set value-based boundaries around appropriate behaviour: encourage children to see their behaviours and take responsibility for them
- Use stepped interventions to prevent escalation: redirection, reminder, warning (with success reminder) and natural outcome followed by restoration as appropriate

- Share information about children's behaviour directly with parents and involve them in the natural outcomes of it
- Share information about children's behaviour directly with senior staff where appropriate
- Aim to be available to support learners who are dysregulated and proactively offer safe spaces or changes of face if arousal or anxiety noted
- Monitor causes for concern
- Ensure restorative conversations repair any damage to relationships and that outcomes retain dignity and result in reengagement with learning
- Make use of welfare services as appropriate

Parents and carers will:

- Work with us in accordance with our agreed values
- Let school know of any emotional or behavioural difficulties a child may be experiencing outside of school
- Inform school of any changes in their lives which may affect their child at school
- Meet and work in unison with the school in relation to behaviour management procedures
- Support the school ethos by ensuring children understand they are accountable for their behaviour
- Support the schools ethos by reminding children of expectations
- Encourage their child(ren) to tell a teacher if they are upset, on the same day as any incident so that it can be acknowledged and restored in a timely manner
- Respect confidentiality and diversity: avoid discussing other children's behaviour or provision

In accordance with the DESC Policies listed below we have clear guidelines for addressing anti-social behaviour by any pupil at Victoria Road.

The outcomes of unacceptable behaviour will be reasonable, related and respectful. Whilst retaining their dignity, the child will be held to account for their behaviour. For most, this will involve supportive reminders of expectations, the use of a safe space or change of face where necessary and repair to any damage done. Examples might include a written apology, making right any damage, work recovery in their own time or engaging with testimony about the impact of anti-social behaviour.

A graduated response is used across the school and in exceptional circumstances, there could be a requirement for a child to be off site at lunchtime, a modified timetable, informal or formal suspension. When the behaviour of an individual places others at risk of harm, alternative provisions may be made. Parents will be informed at the earliest opportunity and remain involved throughout such a process.

Inclusion and the impact of additional needs on behaviour

We recognise that a pupil's additional education needs (AEN) may impact on a child's capacity to form positive relationships and make positive behaviour choices.

We will work collaboratively with all stake holders to ensure that reasonable adjustments are made to provision such that so that everyone (including those with protected characteristics as defined in law) is treated with respect. (See inclusion policy). We will reflect regularly on provision and work as a whole team around the child to ensure that our pupils are supported to meet the minimum expectations for behaviour.

Extreme Behaviour

On rare occasions, the behaviour management procedures may be bypassed in response to extreme behaviour. Each incident will be explored and assessed individually. However, for some unsafe, aggressive or destructive behaviours, the natural outcome may be that a child is sent home. Parents/carers will be required to take the child home for the remainder of the session. The child may also be required to spend the next day off-site or within the school building but away from their class. A restorative meeting for the child, a parent/carer and a member of the Senior Leadership Team will be arranged for their return to school.

Please also read:

- Policy and Procedures For Dealing With Unacceptable Behaviour by Parents and Visitors on the School Premises
- DESC Complaints Procedure
- DESC Policy on Physical Contact, Control or Force on Pupils
- DESC Suspension of Pupils: Policy and Procedures
- DESC Inclusion Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy

Updated -

Approved by governors -