



# Relationships Policy

*Including Exclusion Statement*

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## Introduction

At Lipson Vale Primary School we are committed to creating an educational environment that supports all pupils to be keen, enthusiastic and 'ready' learners who get to learn in classrooms that are free of disruption. We aim to create a positive, happy and caring environment where all pupils behave with consistently high levels of respect for themselves, others and their community. Our approach has understanding at its very heart: understanding that pupils come into our school environment with different and varied experiences; understanding that our behaviours change when we are emotionally dysregulated; understanding that adults can help pupils to regulate and self-soothe. Through our consistent, positive approach, focused on relationships, pupils develop strategies that support them in self-regulation, behaviour and self-control in a safe environment where new learning can take place. We strongly believe that, through consistently high expectations of behaviour, we are able to provide an equitable approach which acknowledges each pupil as an individual who has the right to be treated with respect and compassion.

We believe that our school values help underpin this relationships policy by:

- Enabling children and adults is **communicate** clearly about their feelings
- Developing **resilience** in managing behaviour and relationships with others
- Having **self-belief** in our own abilities and potential to achieve
- Know that **collaboration** helps us to all learn in a safe, disruption free classroom
- Supporting pupils to understand their **responsibility** in enabling everyone to succeed
- Helping pupils to show **bravery** is repairing and restoring relationships

## Key premises of this policy

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)
- Behaviour is a form of communication.
- Taking a non-judgemental, curious and empathic attitude towards behaviour.
- Putting relationships first.
- Maintaining clear boundaries and expectations around behaviour.
- Not all behaviours are a matter of 'choice'.
- Behaviour must always be viewed systematically and within the context of important relationships.
- Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for pupils SEMH needs.

## Our Approach

At Lipson Vale Primary School, we believe that relationships are essential and at the heart of successful learning and classrooms. Relationships form the very basis of human interactions and we know that pupils will come into our school environment having had different experiences of positive relationships. Therefore, we see it as our mission to enable all pupils to develop positive and highly successful relationships with their peers and adults. This policy is formed from a deep understanding of being 'trauma informed' and that early experiences shape who we become later in life. We believe that 'connection' between pupils, their peers and adults across the school enable us to work with pupils to help them understand their emotions and behaviour, and support them in learning from the experiences together. As such, we:

- Connect before we correct
- Stay curious about feelings and what behaviours are communicating
- Co-regulate and empathise
- Repair and restore relationships, not punish

## Our READY behaviours

All stakeholders (Governors, staff, pupils and parents/carers) agree to our 5 READY behaviour expectations. These help us to ensure a consistent and positive culture is established around behaviour and attitudes towards learning throughout the school day. The 5 READY behaviour expectations provide a reference point for stakeholders and act as a reminder of how we can all work together to ensure that our school is a great place where excellent learning takes place. We believe that our READY expectations provide a deep understanding of how we can all be productive and contributing citizens that understand tolerance as an essential skill for life.

### 'We are READY to learn'

- R** – Respect everyone's right to learn
- E** – Everyone has the right to feel safe
- A** – Attitude is everything
- D** – Disruption free classrooms
- Y** – You can reach your potential

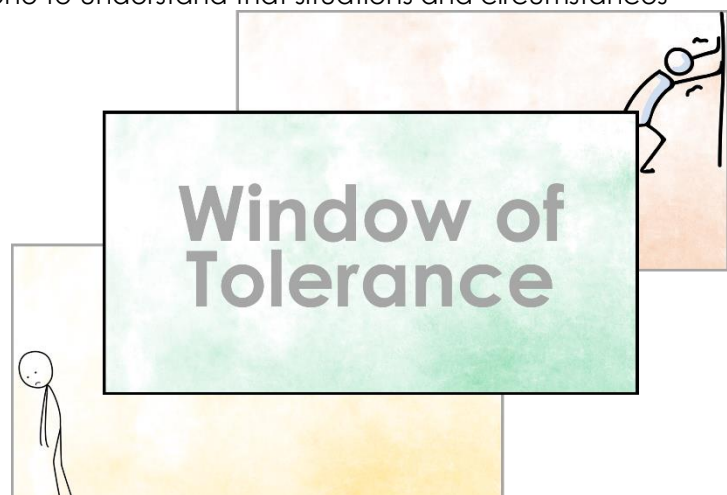


Tolerance of others, built on mutual respect, is an essential component of our relationships policy. By building a respectful and tolerant community we believe that individuals are able to grow on a personal level and we develop a much deeper understanding of how we are all different and have different strengths and challenges. Using the READY behaviour expectations as a framework, we aim to develop secure relationships that allow new learning to take place when behaviours are not helping us to be 'ready' to learn. There is a shared collective responsibility and we all have a part to play to ensure that our school is a place where amazing learning takes place.

## The Window of Tolerance

The window of tolerance is a central resource that we use in the classroom to help us connect with our feelings and for everyone to understand that situations and circumstances can make us feel and react differently.

We believe that understanding tolerance is a way to enable us to develop empathy and be compassionate to others, but **is not** used as a way of excusing or dismissing behaviours that prevent us from being 'ready' to learn. The window of tolerance allows us to connect as a community and support each other in understanding how we might feel or respond to a situation, as well as communicate how we feel in a structured way.



The window of tolerance is used at the start of the academic year for the class to explore and agree on the behaviours that sit within our tolerance and those that do not.

Pupils are encouraged to use the window of tolerance to express how they are feeling and let an adult know. A pupil may place themselves within the window of tolerance which indicates that they are feeling settled and READY to learn. A pupil may put themselves outside the window which indicates that they are feeling heightened about something (top of the window) or feeling low (underneath the window). Whenever a pupil places themselves outside the window, an adult will co-regulate and explore their feelings with them.

## **How do we promote our READY behaviours?**

At Lipson Vale Primary School we have the highest expectations for behaviour and believe that this is achieved through having strong relationships with pupils and enabling strong relationships between pupils. Below is a summary of how we promote and celebrate our READY behaviours and the actions that we take if a pupil is not 'ready' to learn.

### **Class and School Culture of noticing**

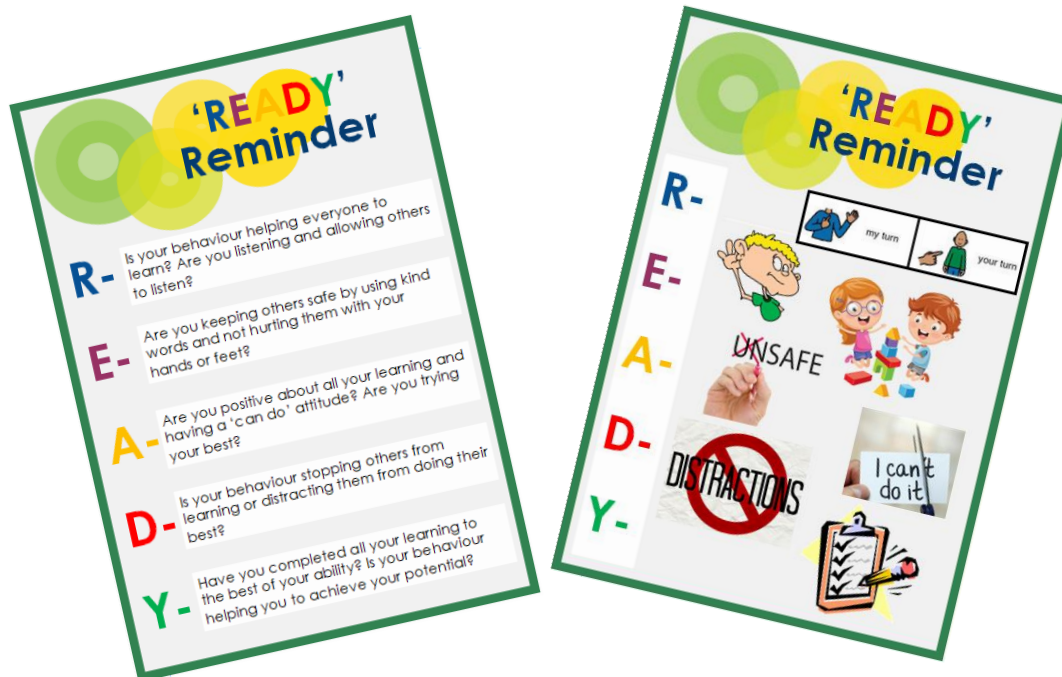
Whether pupils are displaying our READY behaviours or not, we notice and remain curious about the impact individuals are having on their rest of the class and community.

The majority of pupils for the majority of the time they will be READY to learn. When this is happening we notice by...

- Verbal acknowledgment, naming the READY behaviours
- Giving out READY stickers in recognition of effort and attitude. These can be awarded for enabling a thriving classroom environment, for the individual learning completed during lessons and for demonstrating READY behaviours outside of the classroom.
  - A 'Role Model' certificate and badge is given when 50 stickers is achieved
  - A 'Mentor' certificate and badge is given when 100 stickers is achieved
  - A 'Master' certificate and badge is given when 150 stickers is achieved*Certificates and badges are presented during our celebration assembly each Friday.*
- Awarding a READY certificate each week to a pupil(s) who has consistently demonstrated the expected behaviours
- Sharing learning with other members of staff, including Headteacher and Deputy
- Positive phone calls home

On the occasion that pupils are not displaying our READY behaviours, we notice by...

- Providing a personal verbal reminder about our READY behaviours – identifying specifically the behaviour not being shown.
- Offering 'time in' to discuss the barriers that are preventing READY behaviours. This is on a personal basis with a member of staff who remains non-judgmental and curious. We offer attunement and co-regulation by providing a narration (using mental state verbs: I know, I think, I wonder) that recognises the emotion with empathy.
- Providing practical and helpful advice, developed through talking to the pupil in a compassionate way.
- Enabling the pupil to 'repair' relationships through mediation with other pupils and adults.
- Providing the opportunity for supported reflection.
- Issuing the pupil with a READY card with reminders of our expectations.



It is expected that, on using one of the strategies above, pupils should return successfully to their lesson and continue with their learning being 'READY'. However, if the pupil is not able to return successfully or is continuing to display behaviours which are not READY we may...

- Change location and restart learning in a new classroom/part of the school.
- Complete part/all of their learning outside of the classroom with an adult (Compassionate restart)
- Complete a 'Reflect to restart' sheet with an adult (this may be the Headteacher or Deputy) that identifies the behaviours that are not 'READY' and steps to move forward.
- Ask the pupil to complete, alongside an adult, a 'READY' scaling grid throughout the day to help us evaluate and unpick triggers.
- Place the pupil on a 'READY Contract' which sets manageable targets connected to our 'READY' behaviours.
- Use 'natural and logical' consequences

## Natural and Logical Consequences

These types of consequences are just what they sound like: consequences that come about because of a natural progression of events. They are not arbitrarily applied, but are simply the "fall out" that occurs after a poor choice is made. They are connected to the "crime" in some fashion. They are applied in a very matter-of-fact (but not biting or retaliative) way in an effort to teach the child a school/life rule.

Natural consequences, as the word "natural" implies, are what happens without any input or interference as a result of an action or decision. Some good examples of this would be a child refusing to put on a jacket when it's cold outside and then not having anything to wear when they feel chilled or if your work is poorly presented it cannot be marked by your teacher and must be redone.

Logical consequences, on the other hand, are what are given to a child by a school adult when the child misbehaves or breaks a rule, and are ideally linked to the behaviour. For instance, a child who doesn't complete their work during a lesson will have to complete the learning in their own time, or a child who does not respect school property will lose the right to use it.

## Examples of natural and logical consequences

	Natural	Logical
A child is late out to play/lunch	Less time outside for lunch/play time.	
A child does not complete their work during the given time.	The learning is incomplete.	The child must complete the work in their own time.
A child repeatedly calls out during lessons	Peers become frustrated by the disruption to their learning.	The child is moved to another classroom to prevent further disruption.
A child does not look after school property	The school property can no longer be used by pupils	The pupil loses the right to use school property – temporarily
A child is late to school	The child misses key learning for the day	The child must complete the missed learning in their own time.

## Restorative Conversations

The restorative conversation is an essential element in supporting pupils' understanding of healthy relationships. They support the pupil developing a deeper understanding of the situation and behaviour that was deemed to be unsafe and/or not in keeping with being READY. The conversations focus on repairing and nurturing relationships and move the focus away from the negative behaviour and focus on responsibility, relationships and supported problem solving.

Wherever possible, but certainly after unkind or unsafe behaviour has been shown, a restorative conversation should take place. Restorative conversations are a gentle teaching moment for some about what it means to belong to Lipson Vale Primary School and for those who are able, a reflective moment. It is essential that the pupil is regulated and calm before this happens and, as such, may need to take place sometime after the incident. The following format should be used for pupils:

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since the incident?
4. Who do you think has been affected by your actions?
5. In what way were they affected?
6. What could you do to try to repair what's broken?

## Exclusions

The following statements are made in accordance with the full guidance found in Exclusion from maintained schools, academies and pupil referral units in England (DFE, 2017), which is the key point of reference for all schools in handling exclusions.

### Forms of Exclusion

There are only two recognised forms of exclusion:

- Fixed-term (up to a maximum of five days, and no more than 45 days in one academic year), whereby a child must remain at home during that period or be educated temporarily in another school, and
- Permanent

Lunchtime exclusions are fixed-term exclusions whereby a pupil is not allowed to be in school for a set number of lunchtimes.

Informal exclusions, such as a child going home to cool-off, or a child being withdrawn to prevent an exclusion occurring, are illegal.

### **Decisions on Excluding pupils**

Decisions about whether to exclude a pupil rest only with the Headteacher. While there is no definitive list of reasons to exclude, the guidance on permanent exclusion is also useful for fixed-term exclusions, whereby a child can only be excluded

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Headteachers may take into account behaviour at school or outside of school when making decision around exclusions.

It is important that, where possible, a pupil's voice is heard before the decision is taken to exclude them.

Decisions on exclusion should also take into account pupils' age, developmental stage and any additional needs – pupils from vulnerable groups are statistically more likely to be excluded – not as a reason not to exclude, but in considering whether these needs are being (or can be) effectively met within the school.

### **The Process of Excluding pupils**

The DFE guidance (p12 following) is clear on this point and this legal framework must not be deviated from.

All exclusions should be recorded in pupils' records (e.g. through CPOMs) and data on this will be collated by Governors in order to support schools in reducing the need for exclusions of any kind.

Where exclusions have occurred as a result of harm caused to other pupils, it is important for schools to sensitively communicate with any other pupils' parents/carers about their actions taken, including the decision whether to exclude a pupil or not.

### **Re-integration after Fixed-Term Exclusions**

On the first day after a fixed-term exclusion, parents and pupils must be invited to attend a re-integration meeting, in order to:

- reflect on the reasons for the exclusion
- create a plan with clear actions that supports the pupil in reintegrating back into school and supporting them to improve their behaviour
- plan for the pupil's re-integration, including any necessary adaptations to the timetable or curricular provision, so that the risks of repeated exclusion are minimised
- enable or plan for any restorative approaches to take place
- plan for a review meeting (within 2 weeks) with key members of staff, parents/carers and the child

If parents/carers are unable to attend this on the first day the child may return to the school but a full meeting should be arranged within five working days.



Attendance from external agencies (Educational Psychologist, Behaviour Support, Inclusion Officer, etc.) may be sought in order to support the re-integration meeting.

### **Alternatives to Permanent Exclusion**

Where a child has had repeated fixed-term exclusions, or is at risk of permanent exclusion, alternatives should be sought wherever possible, including:

- temporary adaptations to timetables or curricular provision
- temporary alternative provision procured from another provider
- temporary adjustments to staffing ratios (e.g. key worker support)
- managed move to another school

All of these decisions should be made in partnership with parents and external agencies.

### **Permanent Exclusion**

When a child has been permanently excluded, as well as the duties to inform parents, school's must inform the Local Authority and the school's Governing Board so that they can provide support to schools as appropriate.

### **Appeals**

In accordance with DFE guidance, responsibility for reconsidering a permanent exclusions sits with the Governing Board. Appeals will be considered and dealt with in accordance with our 'complements, comments, concerns and complaints' policy.



# Reflect to restart

Name:

Class:

Reflect on each READY behaviour....	
<b>R</b>	
<b>E</b>	
<b>A</b>	
<b>D</b>	
<b>Y</b>	

Identify the positive changes you will make

Signed:

Pupil:

School:

*Together we are inspiring a community with a bright future.*

*Resilience, Collaboration, Responsibility, Bravery, Communication, Self-belief*

## Appendix 2: Scaling sheet



# 'READY' Scaling

Name:

Class:

For each session of the day, use 'faces' to show how READY you were to learn. Smiley = READY; Straight line = minor difficulties; Sad = not READY

<b>Pupil</b>							
<b>Teacher</b>							

We have noticed...	We want to remember...	We have reflected on...
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This scaling sheet should be shared with a member of the senior leadership team daily.

**Signed:**  
**Pupil:**

**School:**

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Appendix 3: READY contract



# 'READY' Contract

Name:

Class:

Reasons for this 'READY' contract

What do 'READY' behaviours look like?
What are the consequences of not being 'READY'?

Supportive Strategies	
Provision	Key adult

**Signed:**

**Pupil:**

**Parent/carer:**

**School:**

**Date started:**

**Date of review:**

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