Wellfield Infant and Nursery School

We Inspire and Nurture Success

RELATIONSHIPS & BEHAVIOUR POLICY



Our Why

Our children have the right to be safe and happy

Our children have the right to be valued and respected as an individual

Our children have the right to play

Our children have the right to have their voice heard

Our children have the right to have access to a rich and aspirational curriculum

Our Vision – what we will become in the future

Children's learning and well being is at the forefront of everything we do

We aspire for all children to :-

Be safe and happy

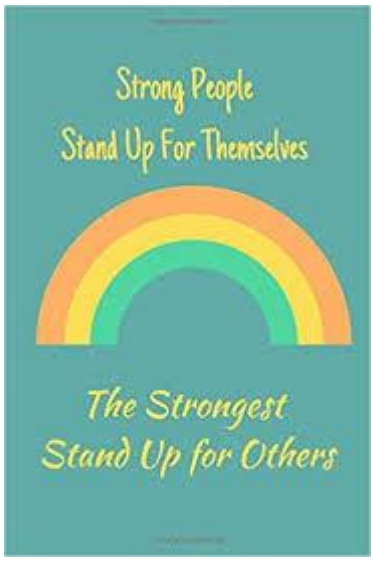
Be kind and considerate to everyone

Be respectful

Be independent learners and work well with others

Be well prepared for their next stage in education

Be successful in all aspects of their life





Wellfield Infant and Nursery School

We Inspire and Nurture Success

Our Values – what is important to all of us

Diversity and Inclusion are a priority in everything we do. We teach the children to take on board these four key values:-

- Care
- Respect
- Learn
- Succeed

Our Vision

At Wellfield Infant & Nursery School it is our primary aim that every member of the school community feels valued, well cared for, safe and respected and that each individual is treated fairly regardless of their needs.

As a school we are committed to developing excellent relationships with pupils and their families we work as a community to create an ethos where everyone feels they are included, they belong and are cared for. We want the children to all have a wonderful school experience and we will work with families to ensure that the children succeed and become responsible and successful citizens in the future with a love of learning and the confidence to be the best that they can be.

The Relationship Policy is a means of promoting relationships where we understand each other, enabling everyone to work together with the common purpose of helping all pupils to achieve their best. The school expects every member of the school community to behave in a considerate, cooperative and respectful way towards others.

This policy supports the school community in aiming to allow everyone to work together in an effective and mindful way. It aims to help pupils to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and wider community.

Key Principles of our Approach

At Wellfield Infant & Nursery School we recognise that behaviour is a form of communication and often reflects an emotion or feeling. Our Relationships Policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour and develop positive relationships with others. It is designed to recognise, encourage, and promote positive behaviour and teach children to become independent and develop their self-regulation skills.

Every child in our school has the right to be HEARD, a right to LEARN and a right to be SAFE.

- We recognise that strong positive relationships support strong learning and put relationships at the heart of all we do.

- We understand that behaviour is a means of communication of an emotional need and respond accordingly.

- We recognise the impact on mental health and wellbeing where children have experienced 'Adverse Childhood Experiences' (ACE's). These are emotionally distressing events that happen before the age of 18.

- We give children our time to support their feelings and behaviour.

- We take a non-judgmental, curious and empathetic approach towards behaviours.

- We maintain clear boundaries and expectations around behaviour in an environment of high nurture and structure.

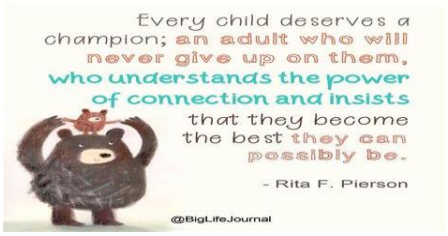
- We use language that is supportive of the child.

- We use positive meaningful praise and do not use sanctions that seek to shame.

- We use self-reflection as a means to developing our practice.

- We work in partnership with parents and carers to address and plan support for children.

- We strive to update our understanding through regular whole school training



Objectives

We want all pupils to know that they have a responsibility and right to ensure:

- They show respect, courtesy and consideration towards all members of the school community
- They are honest and co-operative with others
- They are valued and listened to
- They have the right be valued and respected
- They have the right to have their voice heard
- They have the right to have access to a rich and aspirational curriculum

Teachers/ support staff will:

- Provide a safe and warm learning environment for all pupils
- Teach effectively to ensure that pupils reach their full potential.
- Address the needs of all pupils.
- Make positive contact with parents.
- Develop personally and professionally.

Parents will:

- Feel confident that their children are growing personally, socially and academically.
- Know that their children will receive support when they need it.
- Feel welcome in school to discuss their children's progress in a positive atmosphere.
- All members of the school community are expected to contribute positively to the wider community by:
- Promoting a positive image of the school
- Respecting members of the wider community and their property

Our Values

Diversity and Inclusion are a priority in everything we do. We teach the children to take on board these four key values:-

CARE	RESPECT	LEARN DO YOUR BEST	SUCCEED NEVER STOP
Keep yourself and others safe Ask for help Be kind Make the right choices Be responsible for your actions - Make things better when things go wrong Consider other people's views and feelings Care about the world around us	Show respect to everyone Celebrate our differences Use kind words Use good manners Respect others' ideas and opinions Stand up for what is right	Always work hard and do your best job Be independent Be curious and willing to share your ideas Get involved - Play your part and support other people	Aim high Be willing to have a go at new things Know that you can learn from mistakes Keep going when things get tricky Be willing to take risks Believe in yourself Celebrate your achievements and other people's

Wellfield Infant and Nursery School

We Inspire and Nurture Success

Our curriculum and practice

All of the areas that underpin our Core Values are taught through staff modelling these and talking about them throughout the day all year round. This helps to illustrate what behaviours we want to promote and develop and ensure the children gain an understanding of how these behaviours:-

- help them to be keep happy and safe
- help others to be happy and safe
- will be of long term benefit to them in life and allow them to make a positive contribution to their community

They are also promoted through explicit teaching during assemblies and PHSE lessons.

In the first few weeks of every academic year we introduce the children to these values and explore each one individually with the children, through stories and other activities.

CARE and RESPECT

These core values are intrinsically linked and as well as delivering sessions about them in the autumn term each year we refer to both in all our Restorative discussions with children.

These values are also always a key focus for underpinning PHSE lessons and in school assemblies and during Anti Bullying. We teach the children that everyone deserves to be treated with care and respect and what we mean by terms like "belonging", "compassion", "support", "inclusion", "acceptance", "tolerance". We explore what these words mean and how we can aspire to uphold them in our school.

Promoting Positive Behaviour, Emotional Wellbeing and Self-Regulation

As a school we believe in promoting POSITIVE BEHAVIOUR FOR LEARNING. We try to do this by:

- Good quality inclusive teaching
- Giving positive praise and rewards
- Having clear and consistent expectations
- Ensuring a pleasant, safe and stimulating learning environment
- Having high standards and high expectations
- Encouraging positive relationships

- Class expectations are generated by the pupils. They are displayed in each classroom and should be revisited with the pupils at the beginning of each term and at other times when necessary. Class teachers, support staff and pupils devise these at the beginning of the academic year. They are intended to be guidelines of behaviour expectations that both pupils and adults would like to see in their classroom. They should focus on the positive rather than the negative and the language used reflects this and are prominently displayed in the classroom

- All classes also use Circle Time sessions as a tool for promoting positive behaviour. Circle Time sessions may be combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss and reflect upon situations that have been difficult to manage, to then consider ways in which the situation can be managed more successfully in future.

- During our weekly PHSE lessons delivered through the Jigsaw scheme of work, we use in school. The children explore different emotions and how they may make you feel and how to manage these emotions effectively, developing self-regulation skills. This is implemented, as a Whole School Approach, using tools such as The Zones of Regulation and differentiated to support all of the children in school. Jigsaw is also closely linked to our school values.

How we Celebrate Success

At Wellfield Infant & Nursery School, we have a variety of rewards that we can use to encourage and reinforce appropriate behaviour in line with the behaviour framework.

We recognise that some children might find individual celebration uncomfortable. For all of school celebrations, 'reasonable adjustments' can be made in response to a child's feelings about an event.

It is vital that adults respond to appropriate behaviour, that we acknowledge it and that we reward it.

Reward and Positive Reinforcement

- Positive verbal reinforcement is used by all staff to all pupils in school and we encourage pupils to use this with their peers too.
- Stickers and certificates are given in all classes to pupils
- Individual class reward systems, such as Class Dojos, marbles, gold stars to promote positive reinforcement of behaviours, these equate to whole class treats chosen and voted for by the pupils. Alongside this we also have individual reward systems for pupils who need additional support with self-confidence and behaviour
- Values certificates are given out for pupils identified as doing something that links to the school values.

- Headteacher Awards are given to children who have done something in class that teachers feel needs additional recognition, this can be work, sharing, being a good friend, an act of kindness etc.

Supporting Emotional Wellbeing

♣ Recognising and talking about our feelings is embedded within our practice. We focus on the basic emotions and what they feel and look like, we use The Zones of Regulation as a whole school approach to learning about emotions, as well as links to other texts such as 'The Colour Monster', 'Ruby's Worries' etc.

♣ Children are taught that some feelings make us feel safe and others make us feel unsafe.

♣ When children have unsafe feelings, they are taught to talk to someone in school who can help them.

♣ Classes discuss feelings and ask pupils with check in's on how they feel, the SSC class have a 'How Do You Feel?' board, where children place their photograph against how they are feeling each morning, linked to The Zones of Regulation. Children are able to move their photograph in response to a change of feelings throughout the day. This enables staff to check in with a child on a regular basis.

♣ Adults use opportunities to model how they are feeling, why they feel that way and what they will do if their feeling is unsafe and model and discuss this with the children.

♣Where needed, individual children are supported to use an individualised visual system to organise their thinking when working through difficult moments.

♣ Some children, have planned opportunities to spend time with a significant adult in school which supports their emotional wellbeing. We also have our school Emotional Literacy Support Assistant (ELSA) Mrs De Fouw available for supporting the children's emotional wellbeing in a small group or 1:1 sessions. Parents will be informed if staff would feel that their child would benefit from this.

♣ Individual pupils may also be referred to the school counsellor if we feel that, working in partnership with parents/carers, this would be beneficial to support the child and they will receive weekly counselling sessions.

Supporting Self-Regulation

We have adopted an 'Emotion Coaching' approach to enable adults to communicate more effectively and consistently with children in stressful situations. We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the

behaviour itself. All staff have had Emotion Coaching training delivered by the Educational Psychologist.

We understand that for some children, their behaviour is not a choice. Showing empathy for a child's emotions and then providing positive guidance on how to move forward are central to this approach.

Within an Emotion Coaching approach we strive to:

♣ Have an awareness of the child's emotions.

♣ Value the child's emotions.

♣ Make time to talk about feelings.

♣ Try to find out why the child is feeling the way they do.

♣ Help the child to be aware of their feelings, label and express them.

♣ Avoid criticising a child

♣ Have an awareness of our own emotions.

♣ Remain calm and help the child to problem solve about a situation.



Stages of Support & Consequences to Behaviour

Every child is treated individually based on their level of understanding. Staff use Reflective Thinking time during lessons or playtimes. Staff work with the pupils using Restorative Practice to help pupils understand what happened, how they felt and others felt and how to support them in the future if situations arise. Staff will devise strategies that support them and where necessary an Individual Support Plan will be implemented to ensure all staff working with them have the same consistent boundaries. All staff use restorative practice in school with the pupils, depending on their understanding and level and need. We use the following restorative practice script with the pupils:

- What happened? Who was involved?
- What was happening before that?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have you been affected?

- What do you think you need to do to make it right?

If a child continues to display behaviours they may be asked to have thinking time in class, in a quieter area or during playtimes for a period of time with a staff member to discuss and carry out restorative practice. If a child needs an Individual Support Plan (ISP) then this is devised and shared with parents/carers and regularly reviewed. All pupils' consequences to their behaviour will be dependent on individual need and level of understanding.

Where a child is struggling to keep themselves, others or the environment safe, the Head Teacher, other member of SLT or another member of staff who knows the pupil would be accessed to provide support to the child and adult. The child would have 'Reflective Thinking Time' with the adult with calming strategies or resources in response to their individual needs. The adult would engage in 'Emotion Coaching' strategies with the child when they are ready.

If it has been recorded, that there are a number of occasions where a child has needed this level of support then discussions are held between school and the parents/carers for the child involved. From this it may be deemed necessary for the child to have an Individual Support Plan (ISP) to help them manage their behaviours and focus on proactive strategies to reduce the behaviours and support the child effectively. These are shared with parents/carers and regularly reviewed and monitored.

Meeting the needs of vulnerable learners:

♣ Children who are identified as particularly vulnerable, will need specific approaches tailored to their individual needs, experiences, strengths and difficulties.

♣ Differentiated provision is recorded on a Child's One Page Profile and/or Individual Support Plan. These are developed to outline behaviours and strategies of support and are developed with the child and key adults within their life in order to best meet their needs.

♣ Strategies for each child will be followed to provide the best support of a child's emotional wellbeing. These are shared with families and relevant staff and reviewed on an ongoing basis in response to change.

♣ Ongoing advice and support is accessed from our SENDCO and other outside agencies, such as the Educational Psychologist.

Recording Incidents

All staff have a responsibility for recording incidents.

♣ Where a child's behaviour has been unsafe to themselves, others or the environment, staff are asked to verbally inform a member of the Senior

Leadership Team immediately following the incident and these incidents are recorded on the electronic CPOMS system on the day that they have happened or as soon as possible. Parents/carers will be informed of the incidents either face to face, telephone calls, via See Saw or in some individual cases the home/school communication diaries.

♣ For some children, staff may notice a change in behaviours over a period of time and a staff should complete STAR charts and discuss with the SENDCO, this enables monitoring of patterns and appropriate support for each child. Staff working in partnership with the SENDCO also complete Functional Analysis questionnaires to identify the function of the behaviour and the support we can put in place. Following this if the behaviours continue then the pupil will be placed on an Individual Support Plan, discussed and shared with parents/carers and regularly reviewed.

The use of Positive Handling/Physical Intervention

As a result of our relationships and behaviour approach, it is very rare that the use of physical handling is required. If a situation does occur, staff will use every possible solution to de-escalate the situation and avoid having to resort to any physical contact in terms of managing a behaviour. Early help from a colleague in class or member of SLT is vital in supporting a difficult situation. The law states that it is permissible to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This is a last resort and will only ever be used in the most extreme circumstances. If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. All staff are trained in Positive Handling and this training is updated every 2 years. Where physical intervention is needed, this is recorded using Trafford's Physical Intervention Record sheet and given to the Headteacher to keep records on file. Parents and carers will also be informed of any incidents involving physical intervention (please also refer to the Positive Handling Policy)

Fixed term exclusion

On rare occasions it may be necessary to exclude a child for continuously disruptive behaviour in line with the LA Exclusion Policy.

Permanent exclusion

On extremely rare occasions, when all other stages have proven unsuccessful, it may be necessary to exclude a child permanently from school, in line with the LA Exclusion Policy.

Family Support

Some children and families may also need behaviour support at home. As a school, all staff are alert to changes in families and we understand that any member of staff might be chosen by a parent or carer to share concerns. If safeguarding concerns these are to be verbally shared with the Designated Safeguarding Leads immediately, this would also be recorded on CPOMS. Any additional information that is deemed appropriate by staff to inform the SLT would also be recorded on CPOMS. Our SENDCO can offer Family Support and signposting to other agencies and online training. We are able to refer families for Family Support through the local authority via Early Help, where a range of agencies work together to make positive change around the needs of a child and family. Parents are also signposted to Trafford's Family Information Service and to the Emotional Wellbeing section of the school website.

Staff Support

We acknowledge that there may be times when staff need support after a difficult incident or to consider how to adapt current strategies. This would be done on an individual basis by the Head Teacher, SENDCO or member of SLT. Behaviour and Relationships opportunities for staff training are also planned into the school's training schedule.

Monitoring & Review

The school's governing body ratifies the Relationships Policy and it will reviewed annually.

Approved by: **Governing Body,** **Headteacher & Staff**	**Date: 10.10.22**
Last reviewed on:	
Next review due by:	September 2024