



Kingsford School

Relationships Policy August 2019

Relationships are essential to support our learners and their wellbeing at Kingsford. A positive ethos and consistent approach by all develops a culture of ***Encouraging, Praising and Achieving***, giving our learners the skills to take on challenges in life, learning and work.

Using restorative approaches strengthens our ability to provide a nurturing, **safe** and inclusive environment where **respectful** behaviour is at the heart of learning. Everyone should be **ready** to learn and encourage others to do the same with a positive attitude.

Aims

- To ensure that everyone is treated fairly and shown respect at Kingsford School.
- To support learners to make positive choices and develop the skills to build and repair relationships.
- To build a community that values each other through care and compassion.
- To ensure that excellent behaviour is an expectation for all.
- To promote self-esteem and self-regulation.
- To teach and model appropriate behaviour through positive interventions.

What we do at Kingsford

We are Respectful, Ready, Safe.

These 3 rules (what we do) are simple, easy to remember and values based. Staff support children of all ages to understand what Respectful, Ready and Safe behaviour looks like and will reinforce the language of Respectful, Ready, Safe.

	Looks Like;
Respectful	Showing respect towards others and the wider environment.
Ready	Being ready for learning, being positive and having a growth mind set.
Safe	Keeping themselves and others safe both physically and emotionally.

All staff show a consistent approach which models respectful behaviour. When staff act in a consistent manner, learners feel treated as individuals, respect adults and accept their guidance.

At Kingsford, all staff:

- Welcome all children.
- Acknowledge and greet children throughout the school and in class.
- Refer to **Respectful, Ready, Safe**.
- Are consistent in managing behaviour.
- Model positive behaviours and build positive relationships.
- Engage in restorative dialogue with learners.
- Support all learners.

Recognition and Rewards for Effort

Praise is key to developing positive relationships in the classroom. Staff praise learners for their efforts in learning and behaviour. Praise is most effective when it is specific, identifies

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Article 28 (Right to Education): *Every child has the right to an education. Discipline in school must respect children's dignity and rights.*

what the learner has done and reinforces high expectations for all. Staff praise the behaviour they want to see.

We recognise and reward learners who go **Over and Above**. Each class has a Recognition Board which shows the target being strived for. Out with the classrooms, all staff have the opportunity to feed into whole school recognition boards. Whole school targets are shared at stage praise focusing on **Respectful, Ready, Safe** to maintain high standards across the whole school.

In addition to the above, Kingsford School rewards learners with positive notes and phone calls home.

Managing Behaviour Positively at Kingsford

Learners are responsible for their behaviour and all staff deal with behaviour without delegating.

Steps for Intervention	
1) Reminder	A reminder of the three simple rules delivered, privately where possible.
2) Caution	A clear verbal caution delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue.
3) Last Chance	Speak to the pupil privately and give them a final opportunity to engage.
4) Time Out	Time out might be a short time outside the room, on the thinking spot or at the side of the field of play
5) Repair	This might be a quick chat at break/lunch or a more formal meeting.

Restorative Conversations

All staff take responsibility for leading restorative conversations and SLT will support where necessary. Staff use restorative conversations to rebuild relationships when there has been conflict or harm using questions such as:

What's happened?

What have you thought since?

How does this make people feel?

What should we do to put things right?

How can we do things differently in the future?

Supporting Individual Learners

Some learners may have their behaviour monitored by teachers to show progress towards agreed targets; some individual learners may also have protocols to meet individual needs, including individual risk assessments and targeted support. At Kingsford School, staff ensure this is done discretely and do not display coloured charts or advertise poor behaviour which does not meet our expectations of **Respectful, Ready or Safe**. Some incidents are complex or serious and all are assessed on an individual basis.

A serious incident may result in alternative provision being made for a learner or if necessary, a fixed term exclusion to allow time for procedures and action plans to be put in place to allow the learner to return to school positively.

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