

Federation of Goodnestone and Nonington Church of England Primary School Relationships Policy

Policy: RELATIONSHIPS	Status: FINAL	Policy Number: POL_060
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Goodnestone is a place of learning where all are nurtured and supported. Goodnestone has high expectations of all, so they fulfil their God given aspirations within and outside our small school community. Following the example of Jesus, we include all by showing friendship to each other, valuing their unique contribution.

Nonington is a place of learning where all are cared for and supported. Nonington has high expectations of all, so they fulfil their God given aspirations within and outside our small school community. Following the example of Jesus, we trust each other, valuing everyone's unique contribution.

Broad Principles

Inclusion, Trauma Aware and High Expectations of All

All adults at the Federation of Goodnestone and Nonington CE Primary Schools have a shared responsibility to ensure the implementation of the behaviour policy. The development of positive relationships throughout the federation is fundamental to the effectiveness of the relationships policy.

At Goodnestone and Nonington we believe that all behaviour is communication, we trust the best way to understand what our young people are trying to communicate is to build strong and trusting relationships. These relationships are built on mutual respect and love.

Just as Jesus did in the story of 'Jesus and the children' he welcomed them to him, listened and made them feel heard. This is the environment we strive to create at Goodnestone and Nonington. We believe that children need to feel heard and appreciated in order to flourish and thrive and to have the support and understanding to become their best selves. Praise and unconditional positive regard for children is a part of our everyday classroom practice and we expect that all adults will model this in their relationships. This is supported and achieved through trusting relationships rooted in curiosity.

Our caring and nurturing environments provide:

- Opportunities for our pupils to develop and grow as individuals
- Opportunities for our pupils to practice the habits of resilience
- Feedback that acknowledges recognition and development for all pupils
- Reasonable adjustments to give equal opportunities for all pupils

Although the principles of this policy are embedded within the ethos, values, vision and behaviours within the school, there are several ways in which the policy is enacted in more formal ways and these are set out below.

Behaviour for Learning

The Federation of Goodnestone & Nonington has an expectation of attentive and effective learning in all lessons. Good classroom management is essential for most pupils' effective, positive learning. Additionally, high expectations of manners and courtesy are set within each school.

The behaviour expectations for all members of the school community are firmly rooted in the Vision and Values of the school and achieved through the development of the core attitudes.

Charter

In our schools we have a charter which sets out the expectations for all in terms of behaviour and relationships. This is underpinned by our vision and values and is shared and understood by all.

We are **ready** to learn

We show **respect** to each other

We keep each other **safe**

Values

We expect all members of the school community to behave in a way which reflects the values of the school.

Goodnestone, pupils:

- Explore, wonder, think, question, share and connect (Wisdom)
- Develop our talents (Hope)
- Help each other (Friendship)

Nonington pupils:

- Explore, wonder, think, question, share and connect (Wisdom)
- Respect the culture beliefs, opinions and values of others (Trust)
- Develop our talents (Hope)

Core Attitudes

Behaviours are supported through the growth of core attitudes within the children.

Goodnestone pupils develop:

- Adaptability
- Inspiration
- Confidence
- Collaboration
- Enthusiasm
- Independence

Nonington pupils develop:

- Confidence
- Creativeness
- Compassion
- Respect
- Security
- Aspiration

Provision

Some of our children may benefit from additional provision to ensure that they develop good learning behaviours. We recognise these children need to be taught skills and understanding in order to learn good approaches to solving problems in situations which they find difficult.

Our schools actively creates safe spaces for all pupils, including pupils whose wellbeing is low and pupils who need support in developing their emotional literacy or feedback around playing collaboratively, for example. Pupils are supported at all playtimes by teaching assistants who lead play activities. As part of the continuing professional development the staff are given training and support on promoting effective learning.

Recognition of behaviour

Pupil's good learning behaviours, including behaviours which reflect the values and core attitudes are recognised alongside academic achievement. We recognise and celebrate these in the moment and collectively during our weekly celebration worship. Teachers may also use personalised reward systems in class.

House Points:

The achievements of our children are celebrated by awarding house points. Each child has a **house point tens frame** which every member of staff and volunteer can award children. House points can be for showing one of our Christian values or for academic award. Once a child fills their house point tens frame, these are shared and celebrated in Celebration Worship. All House Points are submitted to the House Captains and a running total is read aloud in Celebration Worship weekly.

House treats: At the end of each term the house with the most amount of house points wins a treat afternoon which the children decide on as a Team; this can be anything from a popcorn and film afternoon to woodland games. The winning house has time to reflect on their achievements and celebrate as a whole team.

Certificates:

Goodnestone:

Achievement Award - One pupil per class is awarded an achievement award at celebration worship weekly. This can be for academic achievement or for displaying one of our Christian values.

The Greatest Showman - One pupil out of the whole school is awarded the Greatest Showman weekly, this is for a spectacular achievement whether academic or going above and beyond to display one of our Christian Values.

The Sportsman of the week - One pupil for the whole school who has displayed one of our sports values in their active playtime, PE session or an after-school club.

WOW Writing - One pupil per class is chosen to show the whole school their writing, the child or teacher may read aloud to the whole school. The writing is photocopied and framed outside the school office for the week.

Nonington:

Star of the Week Award – One pupil per class is awarded a star of the week award at celebration worship weekly. This can be for academic achievement or demonstrating one of the core attitudes.

Christian Value Award – One pupil per class is awarded a certificate for demonstrating one of the Christian Values.

Special Recognition Award – An Award that can be given where special recognition should be acknowledged for a pupil who has gone above and beyond in any area of school life

Sports Award – One pupil per class is awarded a Sports Star Award for demonstrating great sportsmanship or achievement in any aspect of sport during the week.

WOW Writing - One pupil per class is chosen to show the whole school their writing, the child or teacher may read aloud to the whole school. The writing is photocopied and framed outside the school office for the week.

Approaches

Language and Body Language

Adults and all staff must adhere to the practices outlined in our Staff Handbook and Staff Code of Conduct

Language - including Body language and our use of voice is always:

- Respectful
- Non-Judgemental-

- Takes SEN adjustments into consideration- embedding fairness and what that looks like. A culture of acceptance and understanding.

Trauma Informed Practice

Goodnestone and Nonington are trauma aware schools. Staff have an awareness of Adverse Childhood Experiences (ACEs), the impact of Trauma on each individual and attachment needs. This is central to the relationships between adults and children and supports staff in being aware of focus children, identifying possible triggers and supporting them throughout the school day.

All staff endeavour to employ PACE to build strong and trusting relationships with the children.

Playfulness – helps children to realise that they are worthy enough of other’s time

Acceptance – how they are now is good enough

Curiosity – genuine care and questions to find out where the children are at and what is important to them

Empathy – all emotions are normal and valid

Emotion Coaching

When children experience periods of heightened emotions or incidents occur between children, emotion coaching is employed as the primary strategy to support the child.

Staff will take time to stop and think before reacting to the child’s behaviour. It is important to think about what is happening for that child at that moment. What feelings are underneath the behaviours? Staff will use the 4 steps of Emotion Coaching (using judgement for which steps are needed).

1. Empathising
2. Validating
3. Setting limits
4. Problem Solving

Further explanation of Emotion Coaching is found in Appendix I

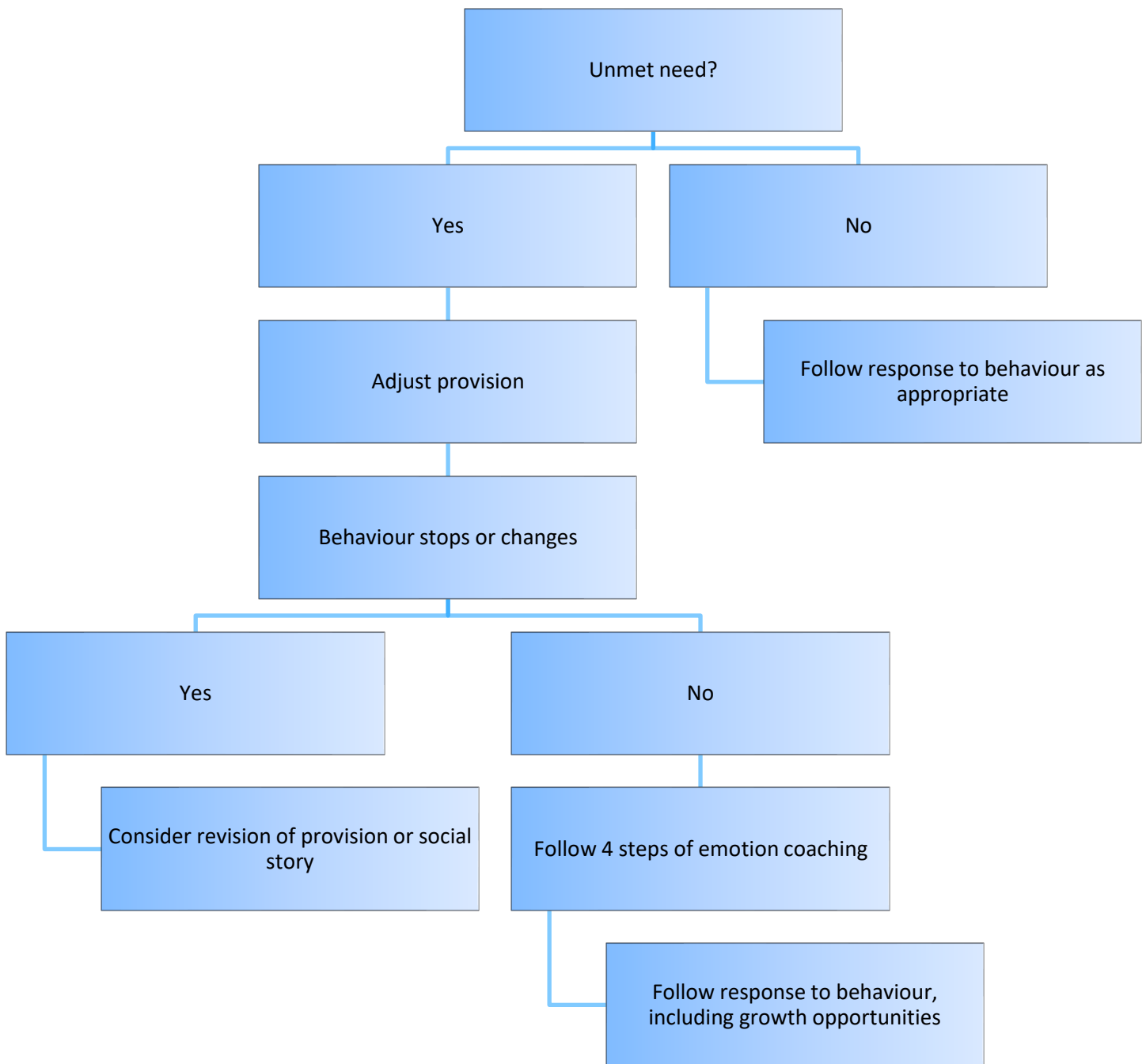
Zones of Regulation

The school adopts the Zones of Regulation as an approach to support children in developing emotional literacy and self regulation.

Responding to Behaviour

The Federation of Goodnestone and Nonington CE Primary Schools does not countenance the use of directed verbal or physical aggression or the use of inappropriate language. Our federation acknowledges that when this rule is broken, it makes other pupils feel anxious or unsafe. Therefore, incidents are responded to in a way that catches the child in the moment and addresses the behaviour.

All behaviour should be dealt with using the following approaches:



There are two levels of behaviour which are addressed as below:

Level 1 Behaviours

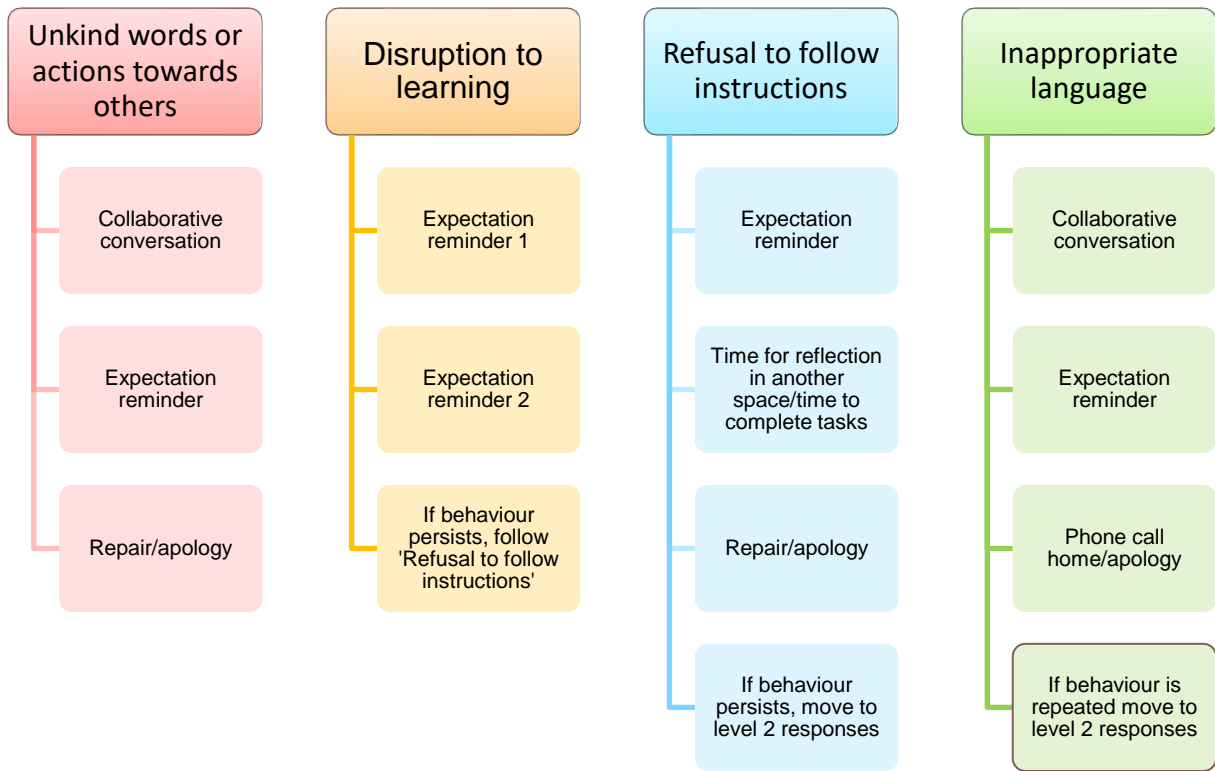
To be dealt with by the adult observing the behaviour, or to whom the behaviour was reported. This is usually the class teacher or teaching assistant.

Showing Respect

Being ready/safe

*Showing Respect
Being ready*

Showing Respect



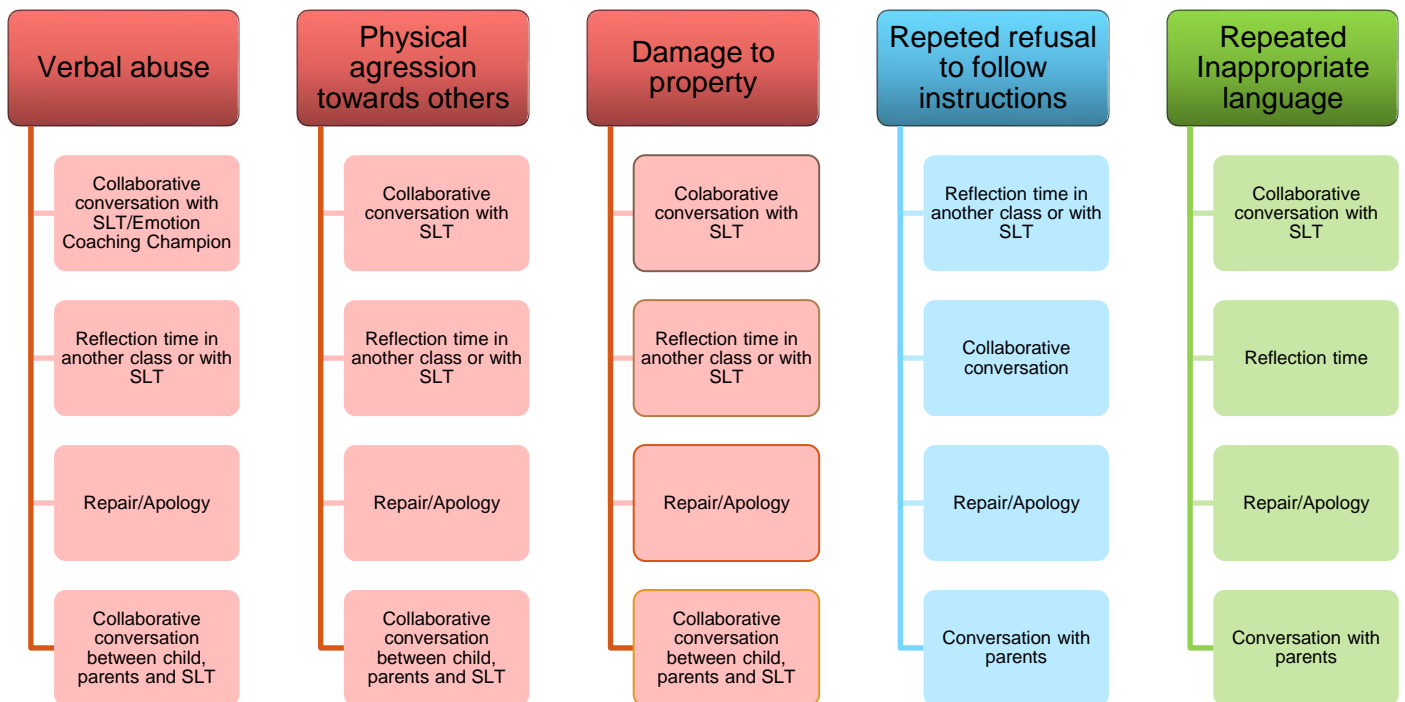
Level 2 Behaviours

To be dealt with by SLT or in collaboration with the Emotion Coaching Champion.

Showing **Respect/Being Safe**

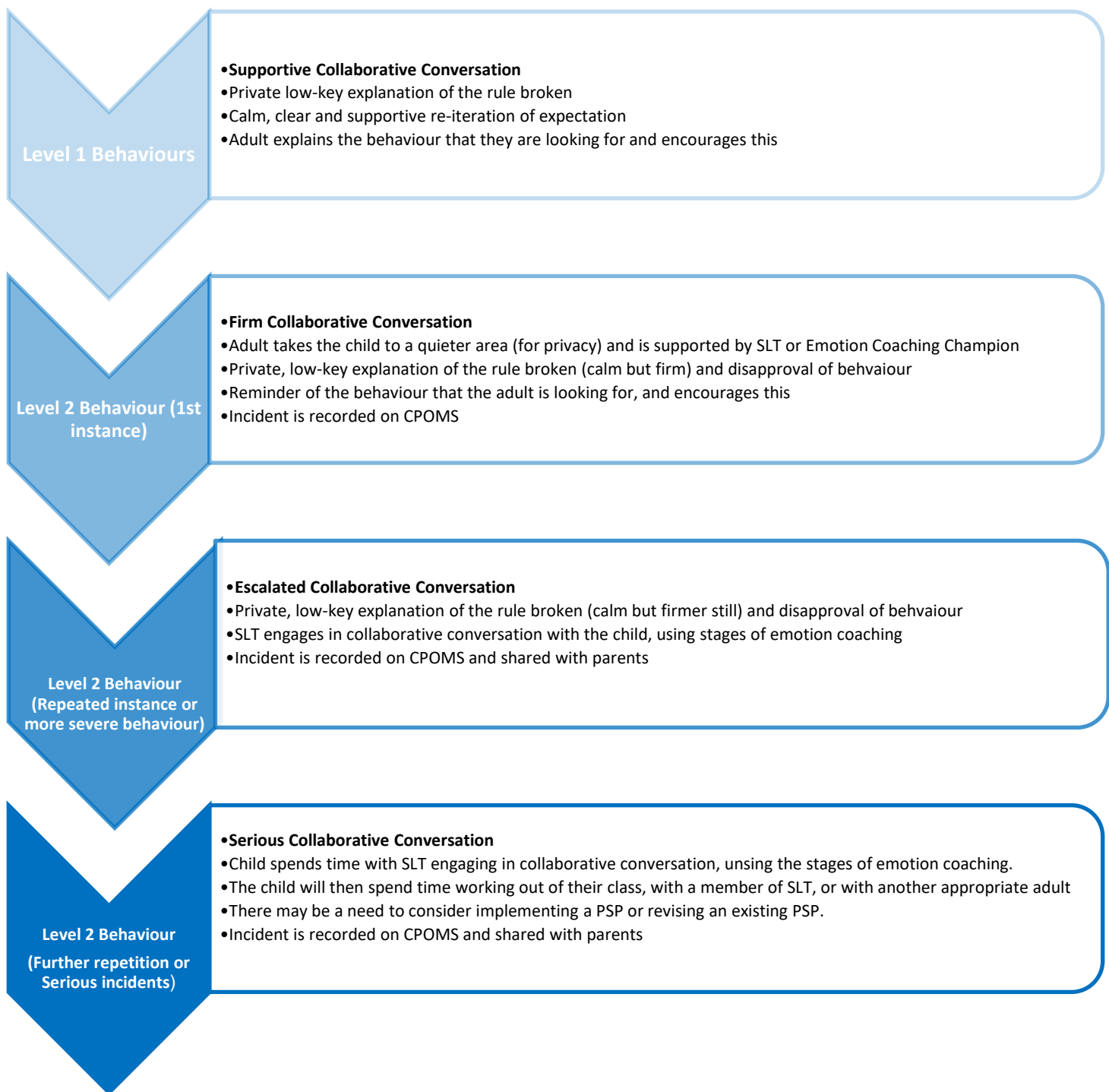
Showing **Respect Being Ready**

Showing **Respect**



Adults in school are clear about the minimum standard of behaviour that we expect- put simply, we follow the school rules. This is a basic expectation. We deal robustly with poor behaviour. If pupils choose not to follow the rules there is a structured response, employed through collaborative conversations to help get them back on track. This is applicable to all behaviours, unless there are extreme behaviours which require individual responses and may result in internal or external suspension (see section below).

Staged Approach to Collaborative Conversations



Pastoral Support Plans (PSPs)

Some children who need reasonable adjustments around their behaviour, or who have been given an internal or external suspension will have a Pastoral Support Plan (PSP). These are written by SLT in conjunction with the SENCO, Class Teacher and any other adult working with the child. These are shared with parents and the child and are designed to support the child in making positive behaviour choices and developing independent regulation. PSPs are reviewed on a fortnightly basis as part of a return following a suspension and this is done in conjunction with the parent and child.

Anti-Bullying

Bullying is behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally. This includes the same inappropriate and harmful behaviours expressed via digital devices such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social networking sites, and sending offensive or degrading images by phone or via the internet. Bullying could happen to anyone and may include bullying related to race, religion or culture; bullying related to learning difficulties or disability; bullying related to appearance or health conditions; bullying related to sexual orientation; bullying of young carers or looked after children or otherwise related to home circumstances; sexist, sexual and transphobic bullying.

The Federation of Goodnestone & Nonington CE Primary Schools is committed to developing an anti-bullying culture where no bullying is tolerated. Our federation recognises the harm bullying has on an individual and therefore when it occurs pupils are nurtured and cared for.

Our schools ensure that pupils are aware that all bullying concerns are dealt with:

- sensitively and effectively
- that pupils feel safe to learn
- that pupils abide by the behaviour policy

We ensure that all parents know who to contact if they are worried about bullying and know where to access independent advice about bullying. We report back to parents regarding their concerns on bullying and deal promptly with complaints.

The children are encouraged to use the three 'STOPS' so that they know what to do about bullying.



Pupils are encouraged to use the worry boxes in each classroom to raise any concerns with teachers. Pupils who bully will receive a sanction appropriate to the federation's behaviour policy.

Additionally, each school will use a variety of techniques to resolve the issues between those who bully and those who have been bullied. This would include actively providing systematic opportunities to develop pupils' social and emotional skills, including their resilience.

Our federation considers all opportunities for addressing bullying including through the curriculum, through displays, through peer support, home & school partnerships and through pupil voice. Our schools promote STOP regularly in assemblies. We train all staff to identify bullying and follow federation policy and procedures on bullying, including recording incidents of bullying. Each school works with parents and the local community to address issues beyond the school gates that give rise to bullying.

Internal and External Suspensions:

Suspensions are used as a sanction in line with the guidance from the DfE and Kent LA. The additional sanctions would address extreme behaviours that require individual responses. All suspensions are followed with a reintegration meeting and the introduction (or revision) of a Pastoral Support Plan (PSP)

Collaboration with other agencies:

The Federation of Goodnestone & Nonington CE Primary Schools actively seeks support from different agencies when it requires additional advice to support collaborative problem-solving strategies. The federation uses early intervention through the common assessment framework, specialist teaching service, and outreach from specialist provisions or Educational Psychologists required.

Partnership with Parents:

Our federation understands the central importance of good working relationships with parents to support all children and this is especially important when developing a pupil's approach to learning. Schools hold fortnightly meetings for pupils and parents working within a Pastoral Support Plan to ensure that the school and parents are working collaboratively.

The Federation of Goodnestone & Nonington CE Schools recognise that all pupils are equal regardless of cultural or ethnic background, religion, social circumstances, gender, sexual orientation, ability and disability. The curriculum and whole ethos of the school demonstrates that diversity is understood, is welcomed and appreciated within the school. Equal opportunities means that all children have the right to a broad and balanced curriculum with which all pupils can engage and achieve.

Vicky Solly, Executive Headteacher

March 2023

Appendix I

Emotion Coaching

What is Emotion Coaching ?

EC helps children to *understand* the different *emotions* they experience, *why* they occur and *how* to handle them (Gottman and Declaire, 1997)

- **Step 1**

Recognising the child's feelings and empathising with them

- **Step 2**

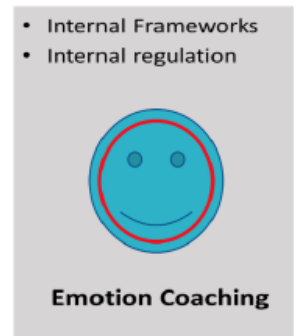
Validating the feelings and labelling them

- **Step 3**

Setting limits on behaviour (if needed)

- **Step 4**

Problem-solving with the child



How we implement the steps of Emotion Coaching

Step 1 – Empathise

Take a moment before reacting to a child to effectively respond. Be curious about where the emotions could be coming from that lead to the behaviour you are seeing. When noticing a child's distress / escalated emotions consider an appropriate example that you can use to empathise with them 'I felt frustrated when....I have been cross when....', this is an opportunity to show them that you accept their emotions and that having them is normal and ok. This stage can be particularly effective in de-escalating children who do not feel 'heard' a particular situation. Try hard not to dismiss the feelings by saying things like 'It doesn't matter' or 'not to worry' but use this opportunity to really listen. Do not correct behaviour at this stage unless it is unsafe.

Step 2 – Validate

Some children find it difficult to label their emotions, we can help them by noticing, observing and wondering aloud about these. As above explicitly name and give examples. Remember that we are focussing on how the child is feeling, and not the behaviour, avoid asking them questions that they may not have the language to answer at that time – narrate what you see 'I notice you haven't started your spellings, I wonder if you're feeling worried about your new ones?'

Step 3 – Setting limits on behaviour – only when the child is calm and ready to engage the 'thinking' or 'rational' part of their brain and to communicate using words

State the acceptable levels of behaviour; try to use positive boundary setting 'We can use this pen on here....' 'I can see you are cross that you have to ... but these are the rules to keep us safe'. Consider that all emotions are validated and ok but not all behaviours are ok.

Step 4 – Problem Solving with the child

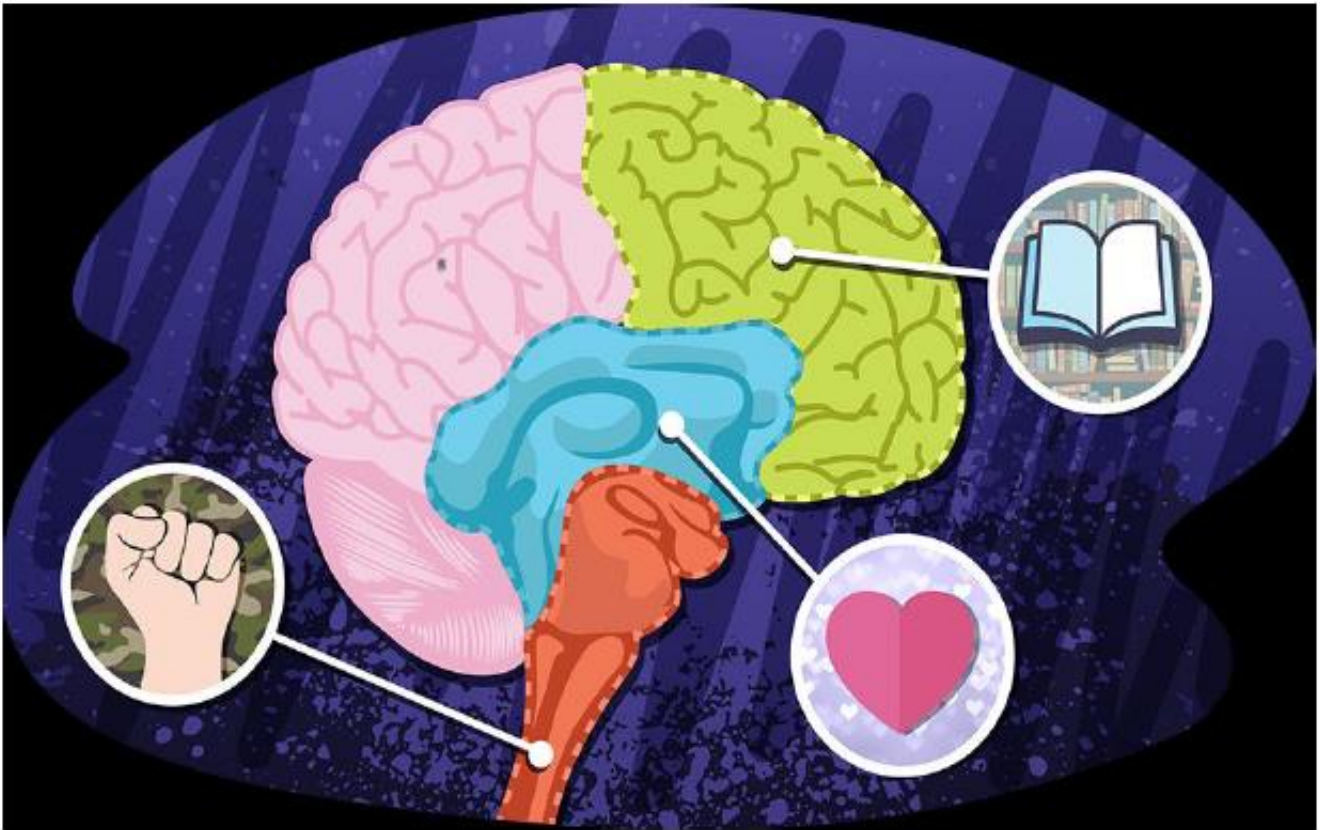
Explore the emotions and problems that may have led to the behaviour. Scaffold finding the solution by offering examples where needed. Discuss alternatives that would lead to different outcomes next time. Questions that might help to check the solution could be 'Does it feel fair?' 'Will it work?' 'Will this keep us safe?' how might you / others feel if we tried this?' Pick the best solution and a simple plan to reach the solution.

Appendix II

Models of the Brain

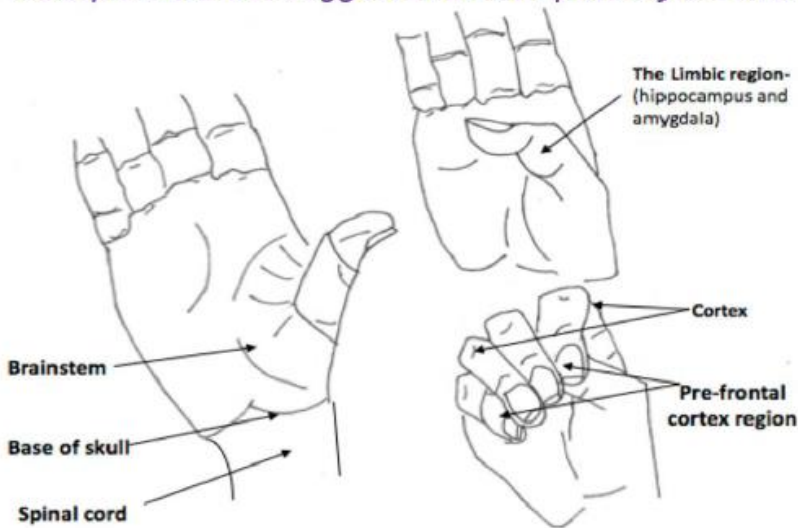
Talking to the children about their brain can help them to understand how the parts of the brain are connected and work together. The following 3 support conversations about the brain

The Triune Brain



Our hand-held brain

A simple model to suggest show the parts of the brain are connected and work together



Siegel, 2012
Illustrated by Christopher Walker

The 'Downstairs' or lower brain (e.g. Limbic system) and 'Upstairs' or higher brain (e.g. Prefrontal lobes) function

