



# Relationship Policy

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## **Relationship Policy**

Parkdale Primary School Relationship Policy

Written by Pastoral lead Jenny Walker and Headteacher Peter Hillier. Summer 2024.

Review date July 2027

## **Introduction**

The school policy for Relationship and behaviour regulation was developed and agreed by the whole staff and has the full agreement of the Governing Body (ratified, Autumn 2024, reviewed Autumn 2025)

The implementation of this policy is the responsibility of all staff. Staff must read and sign acknowledgement of this policy as part of their induction.

At Parkdale we use a relationship-based approach to understand and respond to children across the school.

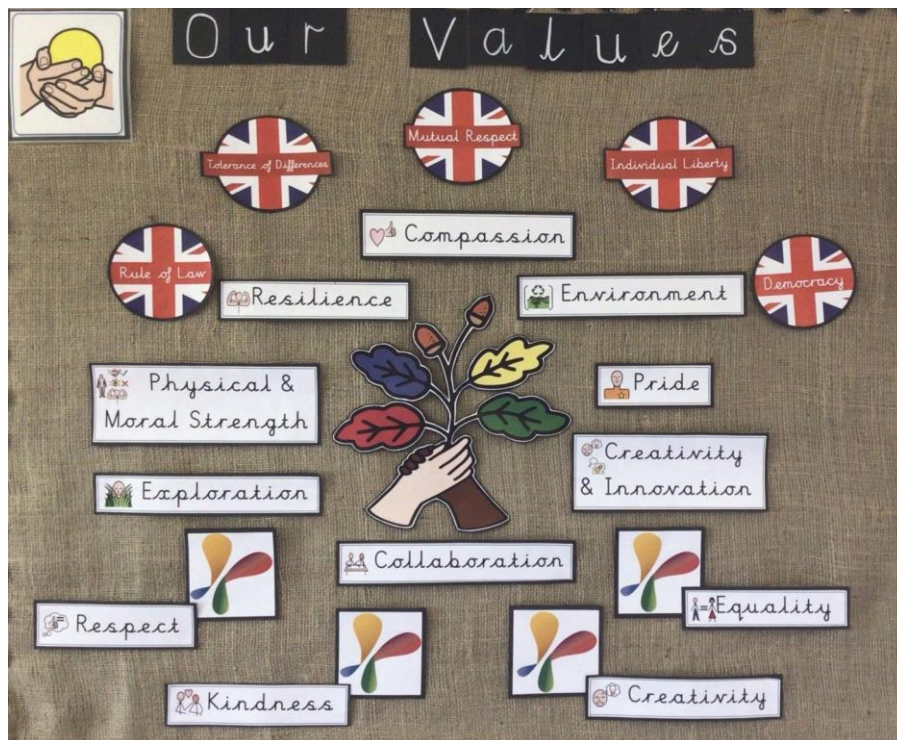
## Learning to Love, loving to Learn

### Aims

The aims of this policy are:

- To promote positive attitudes to good behaviour and respect for others.
- To develop a child's sense of self-discipline, have positive interactions with adults and peers and take responsibility for their own actions.
- To provide a safe and secure environment.
- To create an environment where effective learning can take place.
- To establish and maintain a consistent and fair approach in how we respond to children that show difficult behaviour

To promote positive relationships, our ethos is for everyone to work together so that relationships across the school are both supportive and collaborative. Our values are at the heart of our school and are displayed in every classroom and around school.



The above aims will be best achieved in the framework of a relaxed, pleasant

atmosphere where children are able to give their best, both in the classroom and during extra-curricular activities. Children at Parkdale are encouraged and stimulated to fulfil their potential. In order to achieve this, a positive policy of encouraging appropriate attitudes, reward and praise is necessary. The use of inspiring and motivating teaching methods and the full involvement of all children are important ingredients in ensuring a well-ordered, well-motivated school. All staff need to be aware at all times of the need to promote the positive ethos of the school and accept the shared responsibility for the welfare of children.

### **Core Philosophy**

Every member of staff should have read the book, 'Where the Adult Changes, Everything Changes' by Paul Dix. This practice underpins our approach to positive and inclusive behaviour, promoting an ethos of kindness and visible consistency in adult relationships across the school. We aim to build positive and trusting relationships with children, showing an interest in their lives and showing daily acts of care.

### **Celebrating Positives**

At Parkdale we expect children to be polite, work hard, respect and be sensitive to others and their property as well as respect and follow the school rules. We recognise and celebrate appropriate behaviour and believe it is important to reward these actions. Staff at Parkdale will celebrate and encourage positive relationships and behaviour by using rewards. Rewards that may be used are:

- A written positive comment on a child's work in accordance with the school marking policy
- A visit to the Deputy Head Teacher or Head Teacher for commendation stickers.
- Praise in front of others.
- School badges, stickers, stars, stamps or certificates for positive behaviour.
- Use of school reports to comment favorably, not only on good work and academic achievement, but also with a focus on our school values.
- A phone call or letter to parents to celebrate specific positive action.
- Giving all children an opportunity to be responsible and contribute to the school community. E.g. eco warrior, school council member, wellbeing warrior.
- The giving of team house points and individual house points. Rewards in the form of House Points are to be given for children who demonstrate the values we follow

Kindness – nurturing, compassion, care

Respect – including equality

Creativity and innovation

Collaboration and teamwork

Strength (Physical or Moral)  
Resilience

There will be a weekly assembly where a presentation of certificates highlighting these values and children's achievements are recognized and celebrated.  
The winning House each term will be awarded a non-uniform day or similar 'treat'  
The top 100 winning individuals each year will be awarded a trip to the cinema or similar.

### School Rules

**Our rules are framed with regard to the value core value of respect:**

These were introduced following consultation with the children in 2023-24



Where necessary, for exemplification or clarification in relevant cases, these are underpinned by the previous, more specific rules

- Listen to and follow instructions.
- Be polite and care about other people.
- Always keep hands and feet to yourself and work and play safely.
- Look after the school and its environment.

- Look after your property and have respect for other people's belongings.
- Do not tease, bully or upset anyone.
- Speak respectfully to others and do not swear.

All staff are expected to support children at Parkdale to understand, regulate and reflect on their behaviour. The positive relationship between school staff and children is important and pivotal to the child's personal, social and emotional development. We recognise that it is important for children to be able to internally regulate their emotions and behaviour, which is also a life skill. Staff are expected to remain calm when dealing with any element of behaviour and ensure the needs of the children is met.

### **Consequences**

If the school rules are challenged staff may use the following sanctions:

- Give a Warning. This should be verbal and not used to shame a child e.g. don't write the child's name on the board.
  - Movement of the child to a different position in the classroom or to another classroom with the aim of removing them away from a possible trigger and allowing for a fresh start/short time to reflect.
  - Spending time with an adult at playtime to reflect on the school values and choices made – 'Reflection time'.
  - A 'restorative' meeting
  - An apology -either verbal or written
- 
- Giving a child a report system or an incentive chart to remind them about specific actions and show clear, regular communication between school and the child's home.

Our relational approach means that staff aim to 'connect before they correct' when talking about challenging behaviour. Children won't be asked to stand outside a classroom and staff should avoid shouting. Scholar pack will be used to record unacceptable behaviour

If a sanction has been used staff will also follow this with reflective questions. Allowing the child to reflect on the incident and work with an adult to think of an appropriate way to 'repair' what has happened. Questions staff can use are:

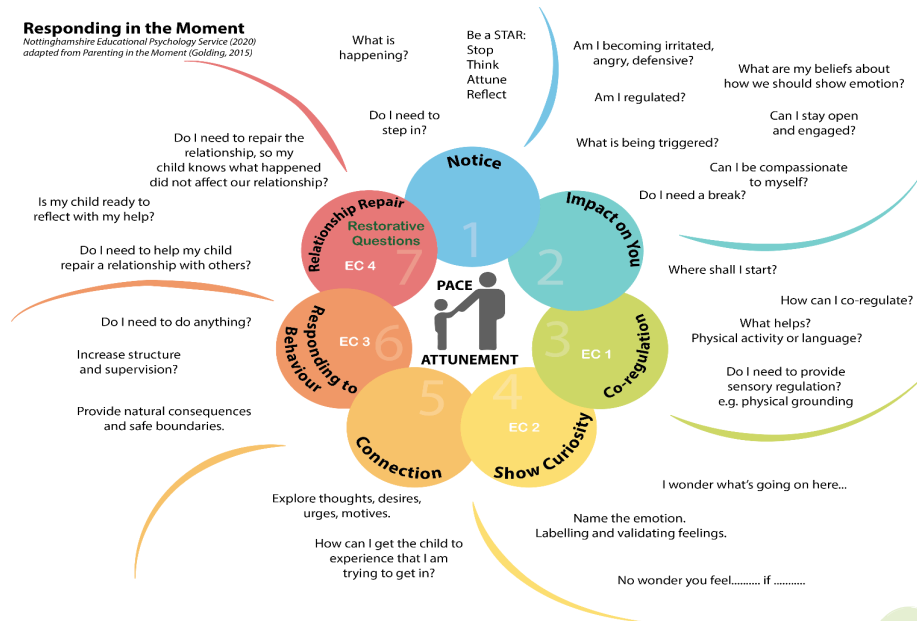
- What happened?
- What were you thinking about/feeling at the time?
- What have your thoughts been since?
- Who has been affected by what you did?

- In what way have they been affected?
- What do you think needs to happen next?

Children are encouraged to discuss and reflect upon situations, that may have been difficult to manage in school. Then consider the emotions happening and how the situation could be managed for a positive outcome. Incidents will be dealt with as soon as possible and staff should limit the use of the question why. This follows our emotional coaching training and helps avoid shame and guilt. Staff instead will use the 3 steps of emotional coaching.

1. **EMPATHY:** Recognise the child's feelings and empathise with them
2. **LABEL:** Labelling feelings and validating them
3. **LIMITS:** Setting limits on behaviour

All adults are expected to use the Responding in the moment model (see APPENDIX 1) for relationship -based conversations and interactions particularly in the face of strong emotions and challenging behaviour. In EYFS they may use Establish-Maintain and restore model which is a simplified version of steps 3-7 (see APPENDIX 2)



## Mantras

Staff are also expected to remember and refer to Mantras which were first introduced at Trust INSET 2018, by Dr Rob Long. The Mantras we follow are:

- Fight fire with water.
- Ask “What have you done?” not “Why?”
- If you can predict it, you can prevent it
- Behavioural mistakes are learning opportunities
- Calm when they get it wrong, happy when they get it right
- Analyse, don't personalise
- Behaviour is functional, predictable and changeable

These Mantra's are permanently on display in the staffroom for all staff to refer back to. (See APPENDIX 3)

The majority of behaviours will be dealt with through the responding in the moment model. However, there may be times when a child's behaviour is deemed more serious e.g. serious verbal/physical abuse, bullying, fighting and the use of SLT reflection time or a possible suspension are more appropriate. In these cases, the following actions are taken:

- Teacher/member of staff investigates incident
- Incident recorded on scholar pack
- Parents of all children involved notified through a meeting after school or by telephone
- Child(s) receive an SLT Detention on the following day

Subsequent incidents– if a child receives 3 reflection times in a half-term, they will be given to a SLT reflection time. We aim to do this as soon as possible and involves the child missing a break time. Parents are notified in advance.

3 SLT reflection times would lead to a loss of Golden Time and consideration of a Pastoral Support Plan. Children will be reminded of this after each SLT reflection time. Parents/carers will be notified of this possible outcome after the 2<sup>nd</sup> reflection time.

The Senior leadership team/pastoral team may decide further consequences, that are individualized and different to the process stated above. In the event of a serious aggressive or abusive behaviour, the child will be referred to the Head Teacher or other available SLT member immediately.

Where the child is felt to be in serious risk of suspension, a Pastoral Support Plan (PSP) will be established by the Pastoral Lead and/or Special Educational Needs Co-Ordinator and monitored jointly by a nominated teacher and pastoral lead.

If appropriate, advice and support may be sought from the Local Authority, Transform Trust, a Behaviour and Attendance Service and/or Educational Psychologist. In exceptional circumstances the Head Teacher will inform the School Governors and fixed term or permanent suspension of the child will be considered. The Head Teacher and Governors will take full account of the guidance provided in Nottinghamshire County Council's Children's Behaviour in Schools document (2003).

All staff use this process and use the Reflection flow chart (see Appendix 4) when making decisions and responding to a child's actions.



Age/stage appropriate **class system** of warnings, leading to...



**Time Out**, a chance to discuss the problem and identify a solution. To be recorded on sharepoint.



**SLT Detention**, for accumulation of time-outs (3 in a half-term) or seriously unacceptable behaviour: initiating violence, swearing directly, discrimination, deliberate damage to property. Recorded on Scholarpack. parents notified in writing.



**Pastoral Support Plan**, arising from 3 SLT Detentions or an incident that has resulted in Suspension or consideration of Suspension.



## **Fighting**

Any child involved in a fight has been considered to have shown seriously unacceptable actions and have had a break down in their own communication skills. We recognise that it is not right or viable to expect a child who is subjected to repeated kicking, hitting or punching (a fight) to accept this passively. Whilst we would encourage and will always convey to children that they should walk away and tell, we appreciate that this is not always possible.

Therefore, in the rare instances where a fight has occurred, this may be taken into consideration before deciding upon sanctions for either side. It is possible that two children involved in a fight may receive different levels of sanction.

## **Physical intervention**

Under very exceptional circumstances physical intervention may be required to restrain a child's physical actions where the action is endangering the child or another child or adult. When physical intervention is necessary it should be conducted in a way that shows care and concern for the child and only staff in school with current RPI training can physically restrain a child.

All staff must be familiar with and follow Keeping Classrooms Safe for Teaching & Learning: Physical Intervention Policy, March 2011. The document gives clear guidance on how to avoid and deescalate conflict, the legal position and acceptable physical intervention. All staff have been issued with a copy of the document and an inspection copy is available from the Head Teacher.

## **Bullying and Discrimination**

We take any type of Bullying or discrimination very seriously at Parkdale school. Therefore, we have a separate anti bullying policy and an Anti-discrimination charter. Please refer to these documents for more information, however appendix 5 gives an overview of our actions

## **Lunchtime at Parkdale**

We have mid day supervisors and play leaders that supervise our children over lunchtime. They are also expected to have the same aims and principles as the teaching staff. Lunch time staff will encourage good behaviour, follow the school rules and develop positive relationships during the lunch period. One member of the Leadership Team is also on duty or on-call by radio each day.

During wet lunch times the class teacher should make sure that children are aware of what activities are deemed appropriate. Class teachers should ensure that there are sufficient crayons, papers, comics and games which in their rooms which children have

access to. Children may use their I-pads, in accordance with the acceptable use and e-safety policies.

The Mid-day Supervisors will remind children of the school rules and encourage the children to follow them, however in the event of seriously unacceptable behaviour the Mid-day Supervisors will refer the matter to the Senior Mid-day Supervisor.

The Senior Mid-day Supervisor will record incidents of a seriously unacceptable nature in the lunchtime behaviour book. A member of SLT and/or pastoral team will be informed. The school consequence system will then be followed and the class teacher informed.

The Head Teacher may use debarment as an appropriate sanction in extreme circumstances in order to help the child reflect on their choices and actions at lunchtime, which doesn't disrupt a child's formal education. If the child's parent is unable or unwilling to co-operate with the school in connection with the debarment, the Head Teacher will consider fixed term or permanent suspension or the use of other sanctions as appropriate to the child's circumstances.

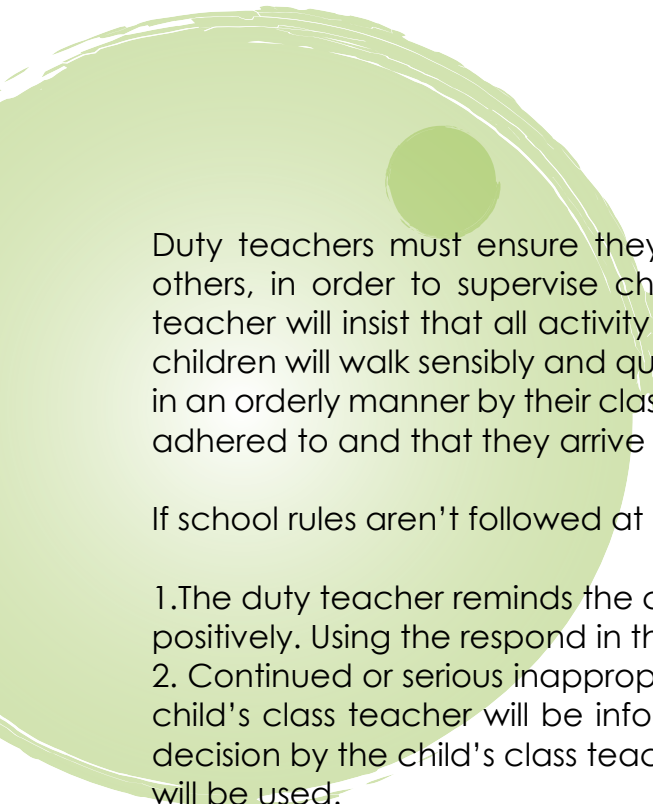
### **The Playground at Parkdale**

Children should arrive at Parkdale between 8.15am and 8.40am. Children are not allowed on the field or MUGA at this time and they must not play ball games. Children may remain on the main playground, supervised by their parents/carers or may be on the smaller playground, supervised by SLT/Pastoral team. Children on any part of the grounds are expected to follow our rules for all.

### **Wet Morning Arrival**


A member of SLT will inform staff that the children are coming into school. The children will be expected to walk sensibly into class. All staff must be in their rooms by 8.15 on wet days.

The duty teachers at playtime should take the decision regarding indoor break, if its wet/raining and a message sent to colleagues as soon as possible. During wet playtimes the children must be supervised at all times. Children can play football and basketball in the MUGA and on the school field in the summer months football and cricket is available. This will be supervised by a member of staff on duty. The teachers on duty decide whether the field is fit for use and should inform their colleagues if children are not to use it during good weather. Children are not allowed to bring their own balls to school. Basketballs, footballs and other sports equipment are made available to children from school equipment.



Duty teachers must ensure they are on the playground with their class before the others, in order to supervise children in a safe and appropriate manner. The duty teacher will insist that all activity ceases on the first whistle. On the second whistle the children will walk sensibly and quietly to their class lines and will be led into the building in an orderly manner by their class teacher. All staff must ensure that playtime times are adhered to and that they arrive on time to greet their class promptly.

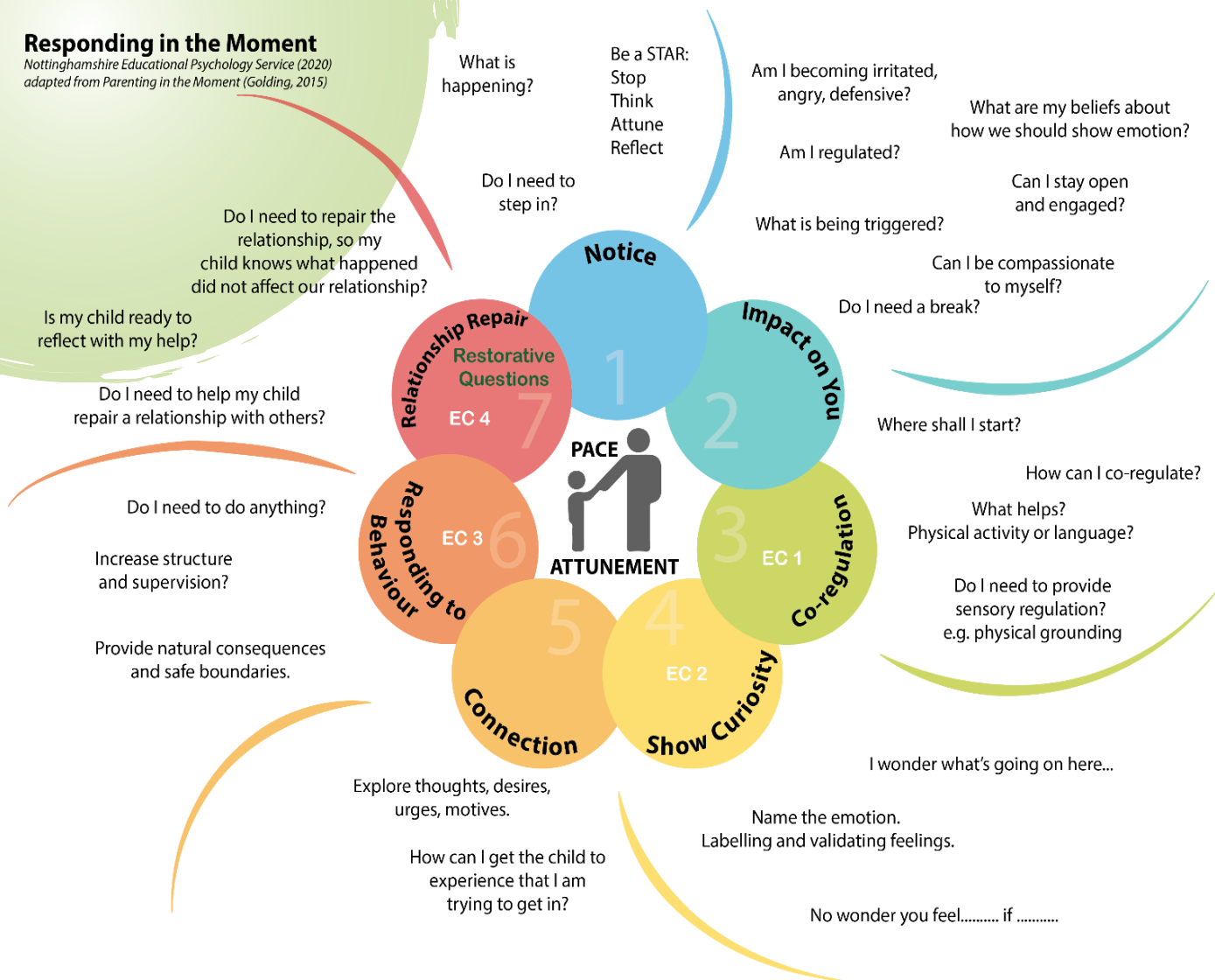
If school rules aren't followed at playtime, the following actions are taken:

1. The duty teacher reminds the child of the school rule and asks them to behave positively. Using the respond in the moment model
  2. Continued or serious inappropriate behaviour – The duty teacher will inform SLT. The child's class teacher will be informed and the incident recorded on Scholar Pack. A decision by the child's class teacher and/or SLT will decide what appropriate sanction will be used.
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# Appendix 1 – Responding in the moment model

## Responding in the Moment

Nottinghamshire Educational Psychology Service (2020)  
 adapted from *Parenting in the Moment* (Golding, 2015)



## Appendix 2

### The EMR Model.

#### Guidance on the effective use of Establish-Maintain-Restore in EYFS

##### EMR - an overview

Establish-Maintain-Restore is a simple, easily implemented model to build, develop and maintain positive relationships with our children. Crucially it allows all staff to support children to develop self-esteem, promotes aspiration and a culture of caring for every child. It allows us to address misbehaviors and the causes of this behaviour in a positive way. We will use it to support identified children who are finding it difficult to self-regulate. The model is not to be used to 'make the child conform' but to understand and support them to develop positive behaviour, relationships and self-confidence. The model is simple.

##### *Step One : Establish*

*In the 'Establish' phase we will take part in intentional practices to cultivate a positive relationship with a specific child. This can be done within your usual time with the child, or by setting aside a small window of time daily. These practices should be personalised to the child; suggested strategies include: asking open-ended conversations, inquiring about interests, chatting to the child during a task and sharing positive affirmations and validation. In EYFS this could be a shared Lego build, a side by side art task, working together to plant some flowers in the garden.*

##### *Step Two : Maintain*

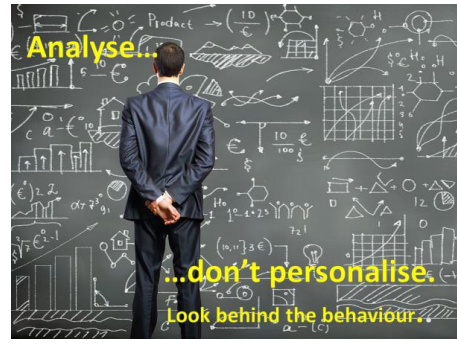
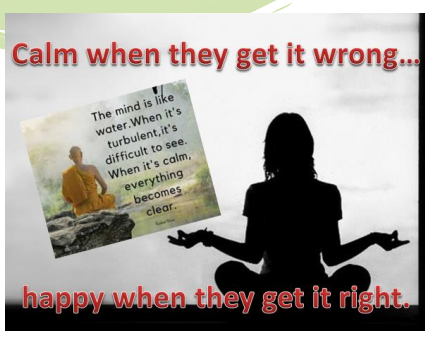
*In the Maintain phase we will make proactive efforts to prevent the quality of our relationship with the specific children diminishing over time. We will keep checking in and ensuring they feel bond of the positive relationship. Research suggests we aim for a 5:1 ratio of positive to negative interactions. These interactions are accumulated throughout the day EVERY day. We always greet the children by name every day. We make eye contact with every child during the register and we ensure that our specific focus children are worked alongside on every challenge daily (1 a day). If the child in focus enjoys a specific activity eg watering the garden, sandcastle building we ensure that we chat to them when they take part in this activity. Where possible we share positive notes and calls home*

##### *Step Three : Restore*

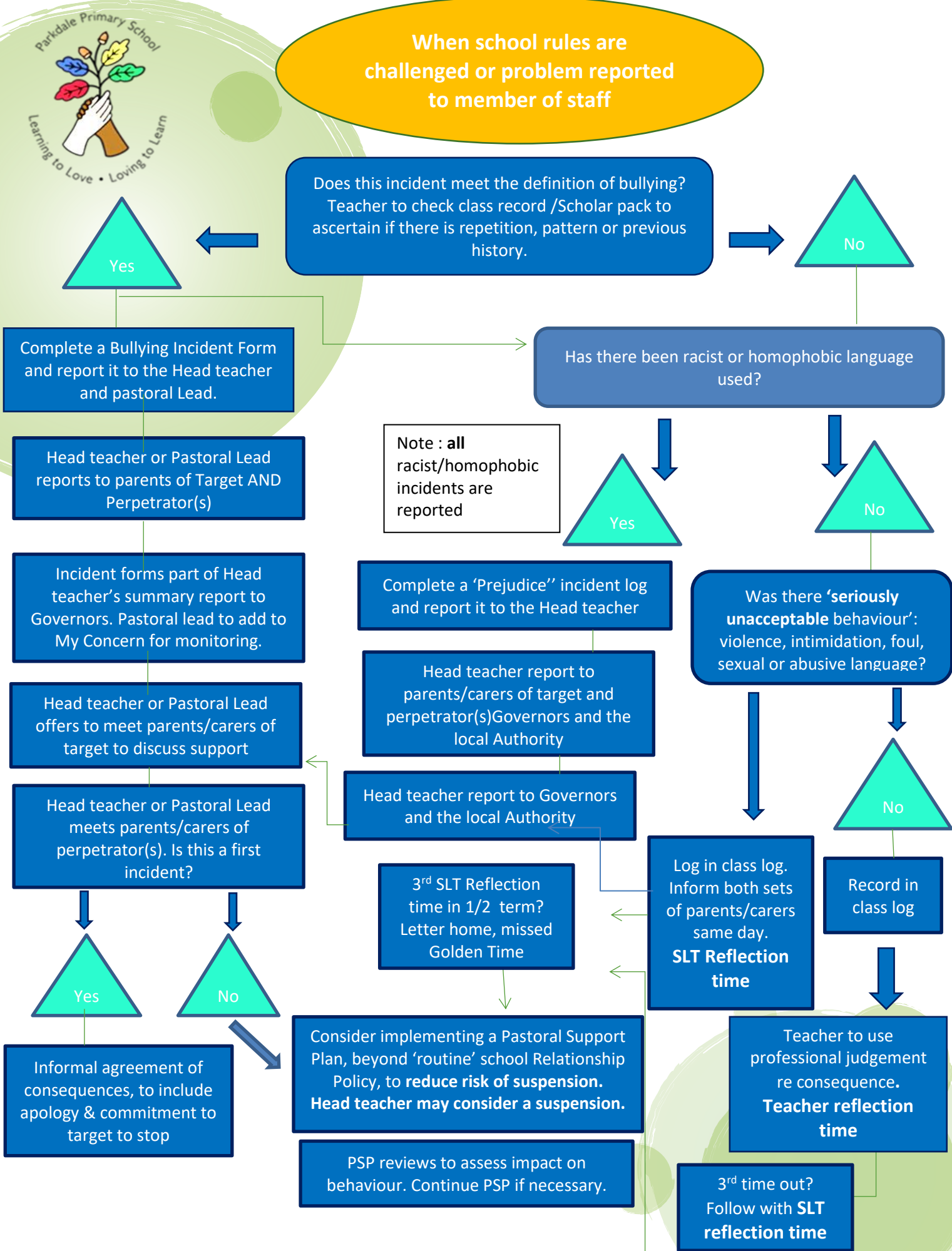
*It is inevitable that at times our relationship with child can be 'harmed' by a negative interaction. It may be that we have to tell them that we are disappointed with their choices. It is critical that we take responsibility for the impact this has upon our relationships and ensure that we follow R3: reconnect (reassure them that they are safe, loved and trusted), repair (explain that you understand/empathize with the difficulty they may face), restore (agree to start afresh). This stage is vital for a young person to understand that their misbehavior doesn't define them, that they can change their choices and overcome their difficulties.*

Appendix 3

Apply the Dr Rob Long 'mantras'



# Appendix 4. The Reflection time flow chart.



## Appendix 5

### Bullying and Discrimination

#### Bullying



Witnessed or reported incidents between children are dealt with and recorded on sharepoint.



Sharepoint is regularly checked for repetition or patterns by class teachers, pastoral and SLT



Repetition leads to reporting on MyConcern under category 'bullying'. Families of perpetrator and target are notified. Any subsequent updates are added to MyConcern.



MyConcern is reviewed weekly by Pastoral/SLT.

Support considered to target and perpetrator.

Decision will be made to close or keep open. Families notified.





## Appendix 6 – Suspension Reporting

Dear Headteacher/Principal

Following the recent DfE guidance [Suspension and Permanent Suspension from maintained schools, academies and child referral units in England, including child movement \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) it is now mandatory that all schools advise the Local Authority of all fixed term suspensions and permanent Suspensions.

*“The local authority must be informed without delay of all school Suspensions regardless of the length of the Suspension” (Page 30).*

Could you please ensure that your school has access to the schools portal to complete the fixed term suspension and permanent Suspension forms. Should you require further support with this, please email [servicesforschools@nottscc.gov.uk](mailto:servicesforschools@nottscc.gov.uk) who will be able to assist you further.

Kind regards



Group Manager  
Partnership, Provision and Governance  
Education, Learning and Inclusion  
Children and Families  
Nottinghamshire County Council  
Meadow House  
Littleworth  
Mansfield  
NG18 2TB

Tel: 0115 8042627

Email: [Tracy.ayers@nottscc.gov.uk](mailto:Tracy.ayers@nottscc.gov.uk)

Suspensions must also be reported, same day, to the Transform Trust on the form below:

## Reporting an Suspension to the Trust

<b>School:</b>		<b>Name and Role of Person Completing this Form:</b>	
Parkdale Primary			
<b>Child's name:</b>		<b>D.O.B:</b>	
<b>Current Year Group:</b>		<b>Class teacher:</b>	
<b>Today's date:</b>		<b>Date of Suspension:</b>	
		<b>From:</b>	<b>To:</b>
<b>Period of Suspension for this Suspension (days):</b>			
<b>Suspensions this academic year:</b>		<b>Multi Agency/Family Support</b>	
<b>Number of Suspensions:</b>	<b>Number of days:</b>		
		<b>Already in place?</b>	
		<b>Refused by parent:</b>	
		<b>To be initiated?</b>	
<b>Vulnerable Groups (Y/N) N</b>		<b>PP</b>	
		<b>FSM</b>	
		<b>LAC</b>	
		<b>SEND</b>	
<b>Ethnicity:</b>		<b>Other agency involvement:</b>	
		None	

<b>Reason for Suspension</b>	<b>Main (Only tick one)</b>	<b>Subsidiary (Only tick one)</b>
Physical assault against child		
Physical assault against adult		
Verbal abuse / threatening behaviour against child		
Verbal abuse / threatening behaviour against adult		
Bullying		
Racist abuse		
Sexual misconduct		
Drug & Alcohol		
Damage		
Theft		
Persistent disruptive behaviour		

Other – please specify

**NB: When submitting this report to the Trust, remember you must also report all Suspensions to the LA:**

Nottingham City: [https://ems.nottinghamcity.gov.il/CCSEEnterpriseonline\\_live/](https://ems.nottinghamcity.gov.il/CCSEEnterpriseonline_live/)

Nottingham County: <https://forms.nottinghamshire.gov.uk/>

## Part 2: Re-admission following a Fixed Term Suspension

<b>Child's name:</b>		<b>D.O.B:</b>	
<b>Address:</b>		<b>Contact Tel No(s):</b>	
<b>Name(s) of parent(s)/carer(s):</b>		<b>In attendance (Y/N):</b>	
<b>Current Year Group:</b>		<b>Class teacher:</b>	
<b>Today's date:</b>		<b>Date of Suspension:</b>	
		<b>From:</b>	<b>To:</b>
<b>Suspensions this academic year:</b>			
<b>Number of Suspensions:</b>	<b>Number of days:</b>		

The school has established expectations for behaviour. We expect this to be adhered to by **xxxxxxxx**. While this encourages good behaviour there are specific sanctions included, which are implemented when a child's behaviour becomes unacceptable.

Persistent or repeated behaviour of this kind to adults and children must stop immediately.

The school needs an agreement that Ronnie will behave in an acceptable way showing consideration and co-operation particularly. If behaviour becomes unacceptable the steps identified in the plan will be taken. All incidents will be formally recorded.

Support and provision from the school to prevent this behaviour recurring	Monitoring period	Parent/guardian will be updated when and by whom?

Parent's comments:	Child's comments:

I have attended a re-admission meeting for xxxxxx. I understand the implications of the agreement and agree to support the school.

Signed: Parent/Carer .....

Child .....

School .....

A copy of **Part 2** of this form should be given to the parent/guardian/carer for future reference.

