



Bamford Academy Relationships Management Policy

September 2020

Our Value Message : 'Inspiring to Achieve'

Bamford Academy strives to attain excellence in a happy, caring, safe and dynamic community where we all have the opportunity to achieve our highest potential for life. We choose to be instruments of inspiration.

Policy Statement

Bamford Academy is committed to creating an environment where exemplary relationships contribute to excellent teaching and learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This relationships management policy guides staff to teach self-discipline based on three core values not blind compliance to a set of rules. It echoes our vision to create a community where all can flourish, achieve and grow: where relationships are based on mutual respect, positivity and perseverance; where all partners work together to manage behaviour; and where dynamic interventions support staff, pupils and parents /carers.

Aim of the Policy

- ❖ To create a happy, caring, safe and dynamic community where all can flourish and achieve their highest potential for life through consistent modelling of positive behaviours by all Academy staff
- ❖ To create a cohesive school community that is united in the core values that underpin all interactions within it: respect, perseverance and positivity.
- ❖ To create a culture that first recognises and rewards excellent behaviour reflecting the Academy's Golden Values and refuses to give pupils attention and importance for poor conduct
- ❖ To help pupils take to manage their behaviour and manage their relationships positively; and be responsible for the consequences of poor conduct.
- ❖ To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the Policy

To provide simple, practical procedures for staff and pupils that:

- ❖ Clearly set out the Golden Values and behavioural norms for all members of the Bamford Academy community so that a positive culture of mutual respect between all members of the community: staff, children, peers and parents/carers can be developed.
- ❖ Clearly set out the systems and procedures for rewarding and managing behaviour to promote equality, fairness and consistency



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- ❖ Promote behaviour, rooted in mutual respect, for excellent teaching and learning

- ❖ Promote self esteem, self discipline and positive relationships

- ❖ Teach appropriate behaviour through positive interactions

Promoting Mutual Respect

In order to have respect for others we must all: adults and children alike,; understand that we are all equal, irrespective of age, colour, religion, or position. We each have a right to be heard and each person's point of view has equal importance. Within school, through 'Philosophy for Children, Assembly themes, Religious Education and P.S.H.E., children and adults will promote this attitude.

Consistency

We acknowledge that consistency lies in the behaviour of all adults and not simply in the application of procedure. It is the determination of each and every member of staff to hold firm to the school's golden values and consistently model positive adult behaviours and the Academy's blueprint (see Appendix 1) which is displayed throughout the school environment. Where pupils feel treated as valued individuals they will respect adults and accept their authority. In order to promote the consistent implementation of this policy, we have kept the details simple to remember by referencing only **three** key guiding principles. Above all, this promotes the use of a consistent language; which helps to grow a culture of consistent expectations and the consistent management of behaviour.

Bamford Academy's 3 Golden Values:

- 1. Be positive**

- 2. Be respectful**

- 3. Persevere**

We have 3 Visible Adult Consistencies:

- 1. Meet and Greet members of the Bamford Community with a gesture that requires no contact: a simple right hand placed over our heart and a slight bow to our head. We hope that this gesture will show respect to all.**

- 2. Use a chime and 'hand up' signal for silence or attention**

- 3. Recognise and reward excellent behaviour first**



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Recognition and Rewards

We acknowledge the importance of building a positive ethos within our school, and understand that praise is key in developing positive relationships, including those pupils who are hardest to reach. We aim to catch and reward individuals for doing the right thing. Children are rewarded for demonstrating behaviours that reflect the Academy's Golden Values throughout the school day, by all the adults in the school, and for demonstrating learning behaviours linked to the four Learning Muscles of: Resilience, Resourcefulness, Reflectiveness and Reciprocity.

Our staff understand the importance of marking moments where a child demonstrates desired behaviours through the use of sincere, positive, descriptive verbal praise and that a quiet word of personal praise can be as effective as a larger, more public reward. We praise the behaviours we want to see.

All staff at Bamford Academy recognise and reward behaviours as follows:

'Over and Above' Rewards:

- 1. Dojo points**
- 2. Postcards home / a personalised class reward system requiring the class to work together towards achieving a goal**
- 3. Celebration Assembly**
- 4. Golden Time**

Dojo Points

We reward behaviours that demonstrate the school's golden values and learning behaviours through the instant reward of a Dojo point either on the Ipad, computer or through Dojo stickers. The electronic dojo system enables each child's parent to log in and can see over the course of a week, what types of behaviours their child is being rewarded for at school. At the end of each week a class dojo winner is announced and celebrated.

Postcards Home

Pupils are rewarded by all staff with 'Well Done !' postcards when they have completed an exceptional piece of work; have shown an exceptional level of perseverance and effort in completing their work; or when they have persistently modelled positive behaviours that reflect the Academy's golden values.

Whole Class Personalised Rewards

Each class also runs a class reward system encouraging collaborative behaviours towards specific targets that are personalised to the class's interests and needs.



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Rewards are given for whole class collaborative behaviours in and around school by other members of the Academy staff. When 10 rewards have been collected (KS1) and 15 rewards (KS2), the class is rewarded with fun learning lasting no more than half an hour.

Celebration Assembly

Each Friday the Academy celebrates and recognises pupil achievements in a special Class Celebration Assembly. Each class teacher rewards the pupil who has collected the highest number of Dojo Points during the week and rewards a pupil for outstanding achievement during the week. Both these awards are announced in the Class Celebration Assembly with children being presented with a golden tie to wear, a certificate, achievement plaque /trophy and a piece of paper linked to their reward for them to record and return to school to be placed in a class achievement book(not in UKS2). Parents are secretly informed through a text messaging service. Both the Dojo Winner and the Achievement Pupil receive special privileges during the week such as: being able to line up in their class line first and other class based special responsibilities.

The Academy rewards attendance at school through termly 100% attendance badges and the weekly presentation in Celebration Assembly to the class with the highest attendance of 'Cool Chick' and an extra five minutes at playtime determined by the class teacher.

In addition to this, we recognise outstanding achievements of individual pupils or group/teams of pupils, in wider curricular activities both within and outside of school and celebrate these in class celebration assembly.

Golden Time

At the end of every week, every child is given 10 minutes of Golden playtime to reward them for consistently demonstrating the school's golden values. This is a time which celebrates 'goldenness'. Any child who has not shown consistent golden behaviour during the week, will have golden time taken away where they will sit with a member of staff and reflect on the incident and the positive choices they can make.

Team Awards

When starting at Bamford Academy, children are assigned to one of four teams: Rubellite (red), Kyanite (blue), Malachite (green), Citrine (yellow). One boy and one girl in each team in Year Six, who have demonstrated exemplary behaviour throughout school, are appointed Team Captains for the year.

Each Friday team captains award the Dojo Winner certificates in the Celebration Assembly and prepare a short presentation for the assembly to inform the whole school of the total number of dojo points collected by each of the teams ; with the winning having their colour ribbons displayed on the school cup and displayed for the week outside the Principal's office.



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At Bamford Academy, we want to foster an ethos of a school community and so where we are able we aim to promote team ethos through team events such as curriculum days; Sports Day etc.

Stepped Sanctions for Managing Behaviour

Behaviour management begins at classroom level with consistently positive modelled behaviour by all school adults. Engagement with learning is always the primary aim. For the vast majority of pupils a gentle reminder or nudge in the right direction is all that is needed. Staff will consistently use de-escalation strategies to uncover the causes of the behaviour so that these can be addressed and the child can return to their learning. At some points the causes of the behaviour may need to be deferred to a time when a longer conversation is able to take place – this will be as soon as is practically possible following the behaviour. In some instances, the causes of the behaviour may require the member of staff to refer to other school staff with responsibility such as the SENDCo or to external agencies in order to support the and safeguard the child.

Stepped Sanctions should always be gone through with care and consideration, taking individual needs into account where necessary and making reasonable adjustments where these are linked to a pupil's identified needs: although there are occasions when it is necessary, every minute a pupil is out of lesson is one where they are not learning. All pupils must be given 'take up time' in between steps to encourage the pupil to make the appropriate and responsible choices in managing their own behaviour and promoting self-discipline. Steps should not be leapt over or accelerated through for low-level disruption.

All Academy staff will manage behaviour in a calm, positive, respectful manner and act appropriately and consistently in the best interests of the child.

Bamford Academy's Stepped Sanctions.

These stepped sanctions are visually displayed in each classroom so that children can see how and where their behaviour aligns to each of these steps. In Early Years Foundation Stage and Key Stage 1, children will have their names displayed against these stepped sanctions.

STEP1 ; Warning : The adult will communicate their concern to the child using de-escalation strategies LEAP (Listen , Empathise, Ask, Paraphrase, Summarise) this is shown on the academy blueprint with the focus being to keep intact a trusting relationship. The adult will support the child to resolve the cause of the behaviour and request for the child to show the golden behaviour and return to their learning. The learner is asked to think carefully about the choices they make before they move to ' Class Time Out.'

STEP 2: Time In Reflection: The learner reflects on their behaviour away from the rest of the group where they were working (but within the classroom environment). The EYFS and Key Stage 1 this will be aided by the visual prompt of a 'Thinking



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Tree'. This should last no longer than 5 minutes in EYFS; 7 minutes in KS1 and 10 minutes in KS2. The adult discusses the child's behaviour/choices and helps the child to reflect on making improved choices in the future. Visual prompts are displayed to aid this dialogue.

As the child returns to their learning, the adult will monitor the child's behaviour. The child should be thanked when they return to their learning and make the correct choices. The child's class teacher records the time out in Arbour.

If the behaviour escalates further or continues, the staff member will use de-escalation strategies of REACT shown on the behaviour blueprint. The child will be given a short period of take up time before being removed from class and progressing to a Time Out to the Key Stage leader.

STEP 3; Time out to Key Stage Leader or other appropriate staff member: The learner is asked to reflect on their behaviour outside of their learning environment. A white reflection card is completed in Key Stage 2 that records the reflection and the discussion held with the Key Stage 2 leader / other appropriate member of staff – this a photographic copy of the completed white reflection slip is sent to the child's parent(s) / carer(s) by pasting using email address or school platforms. In EYFS and Key Stage 1, the key stage leader will contact the parent via telephone or school platforms to inform them and discusses with them their child's behaviour. This will happen at the end of the day or as soon as is practicable. The purpose of the meeting is to ensure consistency between home and school and for all parties to agree a way forward. It is the responsibility of the KS leader to contact the parent and arrange this meeting. The child's class teacher records the Internal Time out in the school MIS Arbour and will assign the action to the KS leader in the school management system. Children will miss Golden playtime and reflect on the incident further if they have reached STEP 3 of the sanctions.

When the child returns to class, the class teacher / school adult meets with the child to restore and repair the damage to trust between them by using restorative questions set out in the blueprint – these are visually displayed around the Thinking Tree.

Behaviour can be an indication of unmet needs. Class teachers and Key Stage leaders will assess each child's needs when they reach a **Time Out to the Key Stage Leader** and make a referral to the pastoral team, SENDco or designated safeguarding leaders where appropriate.

The accumulative of sanctions starts afresh each morning / afternoon session. All behaviour that is managed at Step 2 and Step 3 is recorded in the school management system (Arbour) and monitored by the Pastoral leader. The Pastoral leader may arrange to discuss with parents and the child's class teacher to find a solution to the difficulties currently being faced by the child. This could be a social distanced home visit, a telephone call or a virtual meeting.



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If the behaviour is of a violent nature, vandalism, bullying or racist nature, the stepped sanctions will be accelerated to the appropriate step. This type of behaviour is recorded as level 3 negative behaviours in the school management system and is assigned to the Pastoral leader / Headteacher who will contact the parents/carers and request a meeting to discuss the incident.

Roles and Responsibilities

All staff will:

1. Refer to '**Positivity, Respectful and Persevere**'
2. **Model** positive and respectful behaviours and language that build relationships – both on the academy premises and online.
3. **Plan** lessons that engage, challenge and meet the needs of all pupils.
4. Ensure **praise** outweighs anything negative by at least a 5:1 ratio.
5. **Meet and greet** at the door.
6. Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
7. **Follow** up every time, retain ownership and support a child in Time In Reflection through dialogue with pupils. Record behaviours at Class Time In Reflection level and Time Out to Key Stage leader level
8. **Never ignore** or walk past pupils who are behaving badly.
9. **Work in partnership with parents / carers** to support positive pupil relationships and behaviour.
10. **Refer pupils** to the school pastoral team, SENDCo and designated safeguarding leader when required.

Middle Leaders:

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Key Stage Leaders /Peacocks Leaders will:

1. Meet and greet pupils at the beginning of the day
2. Be a visible presence in their Key Stage to encourage and reward appropriate conduct, behaviours and values.
3. Support staff in rebuilding positive relationships with children referred to them at Step 3 of the sanctions, and discuss any underlying unmet needs with staff and possible referrals that may be required



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4. In KS2 - Ensure that a photograph of the child's white reflection slip is emailed or sent to parents through school platforms. EYFS /KS1 - contact the parent via telephone or school platforms to inform them and discuss with them their child's behaviour
5. Regularly celebrate staff and pupils whose efforts go above and beyond expectations
6. Encourage the use of dojos and postcards home for rewarding behaviours
7. Regularly share good practice within the key stage
8. Ensure staff training needs are identified and staff are supported in the implementation of the policy
9. Support colleagues in Restorative Meetings and support them in devising and implementing Individual Behaviour Plans
10. Liaise with the Pastoral Leader in monitoring and evaluating key stage and Peacocks Behaviour

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

1. Meet and greet pupils at the beginning of the day
2. Be a visible presence around the school and especially at unstructured times
3. Celebrate staff, leaders and pupils whose effort goes above and beyond expectations
4. Regularly share good practice
5. Support middle leaders in managing pupils with more complex or entrenched negative behaviours
6. Use behaviour data to target and assess school wide relationship management and practice
7. Regularly review provision for pupils who fall beyond the range of written policies



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8. Liaise , where necessary, with external agencies to ensure provision for children who struggle with the relationships management policy is appropriate and successful
9. Liaise with parents around pupil behaviour as needed

Lunchtime Behaviour

At lunchtime, the midday staff model the Academy's golden values. These are transferred onto the child's dojo point system and count towards the total dojo points collected for that child. Lunchtime staff also follow the Academy's system of rewards and stepped sanctions however if the child reaches Step 3 of the Sanctions, the senior member of staff on duty that day is informed. All lunchtime staff will use de-escalation strategies as outlined in the blueprint and in this policy. The SL on duty will contact parents where this is necessary and add to the record on Arbour completed by the member of staff reporting the initial behaviour. A class buddy system will used to ensure pupil safety at lunchtimes and to ensure all pupils have enjoyable playtimes.

Peacocks

The 'Before and After School Peacocks Club' adopts the ethos and the systems of the Academy's Relationships Management policy. Each week, one child is awarded a yellow tie at Peacocks for excellent behaviour or achievement.

Peacocks staff follow the stepped sanction however at Step 3 (where an internal referral is needed) the child is sent to the Peacocks leader and in her absence the deputy leader. If the behaviour is of a violent nature, vandalism, bullying or racist nature, the behaviour will be referred to a member of the senior leadership team on site. Should there not be a member on site, the incident will be referred to them on CPOMs so that it can be dealt with at the start of the next day.

Special Educational Needs

When a child is identified as having specific behavioural difficulties in managing their behaviour, a personalised behaviour plan will be developed between the key adults linked with the child and interventions will be put in place to support the pupil to improve his/her behaviours and manage their relationships. This plan will be monitored and reviewed regularly by all parties involved. Where required, the school will liaise with external agencies in order to support the child /family with managing the difficulties identified. Reasonable adjustments will be made in order to support a child with identified needs to build positive relationships showing the school's golden values.



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Anti Bullying Policy

The school aims to educate its pupils about 'what' bullying' is, the different forms it can take and assertive actions pupils can take to report any such instances. Through the school curriculum (Philosophy for Children; P.H.S.E and national Anti Bullying Weeks), the school aims to promote a zero tolerance to bullying in any form and treats any form of bullying as a serious incident. Further details can be found in the school's Anti Bullying Policy.

Use of Positive Handling

All school staff have the power to use positive handling techniques that are reasonable and proportionate to the risk of a child causing injury to themselves or others, or damaging property> Positive handling will be used in order to maintain good order and discipline in the classroom. Staff will only use this power as a last resort when it is considered totally necessary to keep children and staff safe - they will have been appropriately trained. Parents/Carers will be informed where it has been necessary to use positive handling and a written record/plan will be kept relating to the event and to risk assess any further events.

Exclusions

Exclusions are the last resort, which the school may take in order to effectively manage the behaviour of a pupil. Exclusion will only be used when it is deemed necessary if either (1) the behaviour shown endangers the health and safety and wellbeing of the child, their peers or staff members or (2) all other behaviour management strategies have been exhausted and the child's behaviour is still to an extreme which seriously impairs his/her learning or the learning of his/her peers. The Principal has the discretion to determine if negative behaviour warrants internal, fixed term or permanent exclusion.

Amendments to the Policy During School Closure due to Covid 19

Several additional behaviours have needed to be brought into school to keep the community safe and control any transmission of the Covid 19 virus:

- Keeping a distance of 2m (where possible) from our friends and others
- Keeping our hands; our breathe and our feet to ourselves
- Having good respiratory hygiene: Catch it, bin it, kill it.
- Using only the equipment given to us
- Having good hand hygiene and washing /sanitising our hands regularly through the school day
- Walking on the left hand side of the corridor

These additional behaviours can be thought of as underlying behaviours of our golden values, particularly showing respect to ourselves and to others.

Where we are alerted to any instances of behaviour between pupils that are not representative of the academy's golden values, we will take the following steps:



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Monitoring and Evaluation

This policy will be monitored by the Pastoral leader and Key Stage Leaders and will be reviewed annually.

I have read and understand Bamford Academy's Relationships Management Policy and will adhere to it at all times while in employment at the Academy.

Signed : _____ Date: _____

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