LORDSWOOD SCHOOL

Relationship Policy

Date: September 2025
Review Due: September 2026
Reviewed Annually

Rationale

All children have a right to an inclusive education in an environment that supports the management of their own behaviour. This process includes teaching children to take responsibility for their own behaviours and reflect on the consequences of their behaviour in a positive environment. This is based on the principle that every child has the right to learn and that their behaviour has an impact on those around them. At Lordswood, we follow a values-based school wide positive behaviour approach (SWPBS). Every member of the school community should feel valued and respected. Pupils are encouraged to be independent in making choices and are sensitively guided, if problems arise. Our values are displayed throughout the school. Each class considers the school values at the start of each year.

"Values are principles that drive behaviour. They influence our actions and attributes, and become the framework for living. They influence our relationship with ourselves and others".

(Neil Hawkes – Values- based Education Limited)

Aims

Through promoting an agreed set of values, we aim to develop a positive learning experience where pupils are enthusiastic and inspired to learn. Every child is unique. The school aims to provide a caring, supportive, structured environment where all children learn independence and their responsibility as a member of our school community, whilst developing self-esteem, self-discipline and resilience.

Objectives

- To have an agreed set of values that guide thinking and behaviour.
- To use Values and PSHE to promote British Values throughout the school, including ethical issues.
- To create an ethos where each child knows that they are valued and supported.
- To ensure a safe, caring and positive school community, where no child lives in fear of any other.
- To have a consistent approach to behaviour throughout the school, with parental cooperation and involvement.
- To build up each child's self-esteem by placing the emphasis on praise and reward.
- To encourage independence and self-discipline so that each child learns to reflect on their own behaviour.
- To support children to self-regulate through our Zones of Regulation.
- To ensure a calm, positive working atmosphere for all.
- To have a clear formulated route of procedures, that are consistently applied by all staff and the Head.
- To have high expectations of all children and to work in conjunction with support agencies for children who display the need for behaviour support in school either from educational difficulties or those resulting from social/emotional circumstances.
- To establish a culture where the focus is positive and based on rewards.
- To use conflict resolution and our values based ethos to resolve a situation:
  (a) Acknowledge the situation (I can see you both want the same toy).
  (b) Acknowledge the emotional state of the child. (I can see you are upset /in the blue zone.)

(c) Now what do you think we can do about this? (You may need to suggest regulation activities prior to discussing possible resolutions).
(d) Consider the pupils' suggestions and clarify X thinks we could – Y thinks we could.
(e) Discuss the school values in relation to the incident.
(f) Agree the resolution (so this is what will happen … clearly state what will happen).
(g) Conflict resolved, (now you can choose to continue to play/work together or go and play/work elsewhere).

Behaviour and Safety

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- The class teacher discusses the school values with each class. In this way, every child in the school knows the standard of behaviour that we expect. Incidents of anti-social behaviour are discussed with the whole class, which also enables opportunities for open discussion.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Whilst it can be very difficult to eradicate bullying, we will do everything in our power to ensure that all children attend school free from fear.
- All members of staff are aware of the regulations regarding the use of force by teachers, as set out by DfES. The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children to prevent injury to a child or if a child is in danger of hurting them self. The actions that we take are in line with government guidelines on the restraint of children. (See Positive Handling Policy).

Responsibilities

All members of the school community – teaching and non-teaching staff, parents, pupils and governors - work towards ensuring the school values are followed by:

- Providing a positive and reflective environment in which all are fully aware of and follow behavioural expectations.
- Treating all children and adults as individuals and respecting their rights, values and beliefs.
- Promoting good relationships and a sense of belonging to the school community, using age appropriate language.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Encouraging, acknowledging and positively reinforcing good relationships and behaviours.
- Recording all incidents of poor behaviour or bullying on Arbor.
- Helping to develop strategies to prevent undesirable behaviour both within and outside the classroom and applying these consistently.
- Caring for, and taking pride in, the physical environment of the school.
- Working as a team, supporting and encouraging each other.

The role of the class teacher and teaching assistant

- All staff must promote, model and actively teach the school values in order to cultivate a climate of mutual respect where effective teaching and learning can take place.
- It is the responsibility of class teachers and TAs to ensure that the school values are encouraged within their classes, and that their classes behave in a responsible manner.
- All staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children have opportunities to excel.
- Zones of Regulations are in place to support a child to self-regulate.
- All staff treat each child fairly, with respect and understanding.
- Any incidents of misbehaviour will be recorded by the member of staff. In the first instance, the class teacher or TA deals with incidents themselves in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from senior staff / pastoral team.
- The class teacher may also contact a parent if there are improvements in a child's behaviour or if there are concerns about the behaviour or welfare of a child. They should also communicate with the SENDCo and Pastoral Manager if appropriate, so that strategies can be discussed and agreed.
- If necessary, in collaboration with SENDCo, teacher, parents and pupil, an Individual Behaviour Support Plan (IBSP) may be drawn up which details agreed strategies for a pupil's behaviour. This will be reviewed termly.

The role of the Head

- It is the responsibility of the Head, under the School Standards and Framework Act 1998, to implement the school relationship policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head to ensure the health, safety and welfare of all children in the school.
- The Head supports the staff in implementation of the policy by setting the standards of behaviour.
- The Head ensures all reported serious incidents of misbehaviour are recorded.
- The Head has the responsibility for giving fixed-term suspension to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head may permanently exclude a child. School Governors are notified of exclusions in accordance with the statutory guidance. See Exclusion Policy for further details.

The role of parents and carers

- Parents have a vital role in promoting our values and positive behaviour in our school, so effective home-school liaison is important. Where the behaviour of a pupil is giving cause for concern, it is important that all those working with the child are aware of strategies in place to support them.
- We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home–school agreement. We endeavour to build a supportive dialogue between the home and the school and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- To liaise with the school regularly and share any concerns with class teacher and if necessary SENDCo and Pastoral Manager. A referral may be made to outside agencies or internal support, in consultation with parents.

- If the school has to use behaviour interventions, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Rewards

Children are rewarded in a number of ways through verbal praise, earning stamps, stickers, certificates, mentoring others and taking on various roles of responsibility.

House Points

All the children join one of four houses when they start at Lordswood. They can earn house points for a variety of reasons, including achievements and demonstrating our values. House points are collected at the end of each week by House captains and the weekly winning house is celebrated in a whole school assembly on a Friday morning where the successful house is awarded a house cup.

Gold Book

Two children from each class are entered into the Gold book weekly by class teachers for a variety of achievements and for consistently demonstrating our school values. The Head boy and Head girl, read out the names in our weekly celebratory assembly with the reasons for entry. Children entered 3 times during the academic year will be invited to our Gold Book BBQ.

Weekly WOW

Each week the class teacher nominates a child to celebrate a great piece of work that they have completed. This is published on our school website.

Value certificate

Over the course of the week children aim to collect a set number of stamps for demonstrating the school values. Children who meet or exceed this target will be rewarded with a certificate that is emailed home to acknowledge their efforts.

Attendance certificate

Those children who achieve 100% attendance over a year receive a special certificate and reward. The class with the highest attendance for the year has a celebratory afternoon Class attendance is celebrated in newsletters and in assembly.

Procedure if pupils choose not to demonstrate the School's values

- 1st reminder
- 2nd reminder
- Time to reflect at playtime or lunchtime.
- Final reminder – move elsewhere within class.

The actions that may follow are recorded on Arbor.

- Relocation to another class for further reflection then conversation with adult.
- Full lunchtime reflection and discussion/mediation to avoid reoccurrence.

- Removal from special event e.g. disco
- Internal exclusion
- Fixed term suspension
- Permanent exclusion

School Suspension and Permanent Exclusion

We have adopted the current Statutory Guidance on Suspension and Permanent Exclusion from Schools, Academies and Pupil Referral units. In extreme circumstances and as a last resort, the Head will make a decision to exclude children from class or school by either an internal exclusion or external suspension. A child can be suspended for one or more fixed term periods for up to 45 days in any one school year. A child can also be permanently excluded for a one off incident. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

If a pupil is suspended the parents are informed immediately, with reasons given for the suspension. At the same time, the Head makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents or carers how to make any such appeal. The LA are also informed if a child is suspended for a fixed term or is permanent excluded.

We recognise the duty on schools and local authorities to make full-time educational provision for suspended pupils from day 6 of their suspension, the duty on parents and carers to ensure their child is not present in a public place during the first five days of a suspension, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period suspensions.

A meeting between the parents and the school will take place before the child returns. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the offending behaviour patterns are not repeated.

The Head informs the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.

The Governing Body itself cannot either suspend a child or extend the suspension period made by the Head.

If required, the Governing Body will set up a discipline committee which will be made up of between three and five members. This committee will consider any exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider a suspension or permanent exclusion they consider the circumstances under which the child was suspended/excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the Governors' appeals panel decides that a child should be reinstated, the Head must comply with this ruling.