



VISION, VALUES AND COMMUNICATION COMMITTEE

RELATIONSHIPS POLICY

Minchinhampton Academy

Reviewed by Committee	Spring 19
Agreed by Governing Body	/ /
Date of review	Annually, Autumn

Relationships Policy

Rationale

This policy deals with the promotion of relationships most conducive to learning and wellbeing. It is connected with the school's Anti-bullying and Exclusions Policies, The Relationships Charter and the Safeguarding Policy.

As a school community we aim to model respect for and a sense of responsibility towards others in all our relationships: between adults and pupils, between adults and between pupils. This defines meetings, lesson management and the many opportunities we offer to children to take on responsibilities around school. It defines how we respond when people make mistakes: how we expect everyone to be honest and take responsibility for their actions; how we expect people to forgive each other when things go wrong.

Compliance

The school will undertake to ensure compliance with all the relevant legislation with regard to pupil behaviour and pupil exclusion and to ensure best practice by extending the arrangements and expectations as far as is reasonable practicable to others who may be affected by our activities.

The legislative basis for this policy is:

- Education Act 2002
- Education (Pupil Exclusions and Appeals) Regulations 2002
- Behaviour and discipline in Schools. DfE Statutory Guidance 2011

Aims

School vision: we are 'strong learners who care about others.'

As strong learners we want to be people with self-knowledge who are interested in learning from our marvellous mistakes; who are preoccupied with building on our strengths rather than dwelling on our weaknesses; who take risks, ask our own questions, reflect deeply on our learning and talk about our feelings. We want to be resilient when faced with a challenge, embrace a growth mindset and have our say in what and how we are going to learn.

As caring people we want to be people with positive self-esteem who are honest and willing to share our learning; who try to show an appreciation of difference; are polite, have empathy and compassion in our dealing with others and are forgiving; who take responsibility for ourselves and others.

Objectives

- We are **democratic**. All of us have an equal voice.
- We are **respectful**- we aim to show consideration, politeness, trust, appreciation and to listen actively.
- We are **positive**- we aim to build on strength and eradicate negative thinking. We all aim to think before we speak, to ask ourselves: Is it True? Is it Honest? Is it Inspiring? Is it Necessary? Is it Kind?
- We **think before we act**. We : Stop--Think-- Choose
- We strive for **growth and learning**. We only use praise that will encourage a growth mindset and avoids unnecessary comparisons.
- We are **driven by learning** but careful of extrinsic rewards because we want our motivation to be intrinsic. We look to a strong curriculum and good teaching to drive interest.
- We **promote choice and autonomy**. We want to feel in control of our own learning. We aim to self-evaluate our learning.
- We aim for high levels of **talk, collaboration and thinking** in all of activities.

-All practice in school aims to deliver on these objectives.

Examples of practice that epitomise our approach

The Relationships Charter

The charter aims to cover two aspects: interaction and communication, which we see as forming the bedrock of positive relationships in our organisation. In this context, we define 'interaction' as 'how we talk to each other' and 'communication' as 'what we communicate to each other.'

The charter aims to support all relationships within the school community including adult/adult, child/child and adult/child.

Given the central importance of relationships for delivering the best education possible for the children, the charter aims to have high expectations of relationships.

Pupil self-evaluation

This is all about autonomy. The starting assumption here is that whatever the children come up with themselves in terms of self-evaluation is likely to be that much more valuable than anything we come up with in terms of evaluation. We build self-evaluation into lessons and hold a reflection session once a week in each class. Oral reflection, whether as a whole class or group within the class is often the most useful. Alternatively, we devote some time to questioning pupils about what they have recorded in their books and reflection journals and ask them for explanations.

Praise

We aim to praise for growth, for the growth process- we give them feedback by describing/ acknowledging what they have done specifically and/or describing how it makes them feel. We praise them for what they have accomplished through practice, study, perseverance, cooperation, good strategies, good habits etc; we ask them about their work in a way that admires and appreciates their efforts and choices; we talk about the impact of learning on all of us and we talk about feelings.

We do not offer praise that 'judges' their intelligence or talent or implies we are proud of them because of their intelligence or talent or sets out to control their behaviour.

For the sake of growth mindset/ implicit in growth mindset theory- intelligence and talent just do not exist as hard and fast items- they are elastic. We never talk about or think about children in a way that puts a ceiling on our aspirations for them or their life chances.

Pupil texts home

Pupils text their parents about their learning. Their comments about their learning can be very incidental/ minor—eg 'I found a good way of remembering 7X8 today' and/or be very much about the process of learning as opposed to the outcome eg 'I took confidence from my talk partners suggestion today'

Reflection Thursdays

Each class puts aside time on a Thursday to review learning that has taken place: this then to define what the children could write in their Learning Journals at home. They reflect on experiences and thinking and record thoughts in their Reflection Journals. Pupils write texts home about their learning experiences

Pupils encouraged to take responsibility

We encourage pupils to take on responsibilities in class; around school and for people beyond school. All pupils are allocated a class job at the outset of each year or term. All KS2 pupils work in committees whose remit it is to take some responsibility for something 'beyond' school. All Year 6 pupils have the opportunity to take on responsibilities around school.

When pupils make a 'mistake' in their behaviour, they are expected to take responsibility for their mistake/ to see their mistake as an opportunity to learn. We support individual pupils then to avoid these mistakes in the future- as we would do in say maths.

We often use responsibilities around the school as part this support as a practical, hands on approach to helping pupils understand the consequences of their actions and help them see how they can contribute. Examples might include reading with a younger pupil- helping them to engage with books (like chatter-chums); working as a play-leader or peer mediator, taking an assembly.

Collaboration— we encourage a collaborative approach to learning at every opportunity. We know this benefits them both socially and in their learning. We use talk partners throughout the week and change them weekly. Our practice includes Number Talk and Book Talk and P4C, all of which encourage/ celebrate sharing and cooperation.

Our response to challenging behaviour

We aim for consistency in our approach when responding to challenging behaviour. We must stress to the children the importance of taking 'responsibility' for their actions- of being honest and being prepared to learn from their mistakes. We stress to the children the importance of 'forgiveness' when others have hurt us and the importance of 'perseverance' when trying to improve relations with other children or improving their behaviour.

We investigate any incident fully to ensure we reach the most objective and accurate judgement. This should include:-

- making no assumptions from the outset
- asking pupils to account for their behaviour- not that of others (ie give statements about the part they played in the first person') until the other person agrees that they have said everything.

Pupils who need more in depth support

We operate a 'team around the child' approach when pupils require more in depth support. We follow the principles of this policy but are creative in our approach- tailoring our response and strategies to the needs of the child.

Staff professional development

Teaching staff work in teaching and learning communities and conduct lesson study and action research which hands them the autonomy to explore new ways of working and reflect upon them.

'Golden lessons' are taught aimed at taking risks and celebrating strengths.

A report is written in collaboration with the class teacher about the key strengths in the teaching and learning and the implications for the whole school.

A coaching model is adopted between staff when discussing individual practice.

Rules and Expectations and Thinking

We have school rules or expectations in order to keep our children safe.

For the sake of consistency we encourage adults and pupils to adopt a thinking mantra,' when considering their behaviour.

The first premise behind this is that life is all about decisions-- often unconscious yes, but happening all the same and we all go through the same basic process each time. The second premise is that in school we have need for simplicity and consistency and something that will aid thinking and decision making. Rules themselves can end up being inconsistently applied because there are endless possible variables – incorporating different individuals in different circumstances at different times in different emotional states. Individuals need to use their judgement each time. The 'thinking mantra' is simple:

Stop--or ask the other person to stop

Think-- What are you doing? What is the impact on others?

Choose-- - What are my choices? What is the best course of action for me and those around me?

We also encourage people to think before they speak:

Is it True? Is it Honest? Is it Inspiring? Is it Necessary? Is it Kind?

Appendices

Appendix 1: Expectations

Staff try to uphold these expectations in all parts of the school day including around school, in class, and at playtimes

At all times pupils are expected to avoid the following behaviours:-

- 1) Violence of any kind (hitting, kicking, shoving, biting, physical fighting);
- 2) Damage to / stealing property;
- 3) Rudeness towards adults;
- 4) Bullying
- 5) Racial or verbal abuse of other pupil
- 6) Refusing to co-operate
- 7) Persistent disruption of teaching and learning.

All these behaviours should be referred on to the head teacher.

A) Indoors- pupils are expected:-

- to walk quietly through the building- including the water garden and including before and after school. When walking as a class, to walk in single file.
- to be courteous as they walk through the building- for example standing aside for a visitor/ holding a door open.
- to sit still and face the front, without talking, during assemblies- including walking quietly in and out and sitting quietly while they wait for other classes.
- to work quietly in shared areas
- after lunch to go directly out to play once they have put away lunch boxes /got coats etc. To be outside at playtime/ lunchtime unless they have permission- the only regular exceptions being house captains, one indoor club, pupils who unwell (with one companion). All these pupils must wear a red pass. If other pupils are given permission to work on a computer- then they must be directly supervised by the teacher or TA involved. If pupils need to come in to go to the toilet or for First Aid, they ask permission and the staff member on duty gives them a band. At 1.25 all pupils should make their way outside to be ready to line up with their class.
- not to go into store cupboards.
- respect other people's property including school property and resources.

B) In the classroom pupils are expected to:-

- during whole class work- to sit attentively on the carpet and/or at their tables – facing the teacher and looking their way. If seating layout means pupils are facing away from the class teacher during whole class work, they should move their chairs back and away from the table and turn them to face the teacher. All pencils and other fiddly items should be placed towards the middle of the table out of reach.
- during whole class work, to not call out or talk over someone else while they are talking.
- while working on tasks, pupils should never call out to the class teacher if they need them. They should always put their hand up.
- work quietly (using voices that can be heard) when working collaboratively.

- work quietly when working independently. When pupils are, for example, writing independently, they should work in silence. If they need to talk to each other, they need to use voices that can't be heard beyond that table.
- in all their work, to concentrate on the task in hand and produce work to the best of their ability
- in all their work, pupils in Year 2 upwards should not leave their seats without permission. If they feel they need help, they should use the traffic light cups and continue to persevere with their learning until the teacher comes to them.
- to maintain a tidy work space.

C) Outdoors pupils are expected:-

- to play on the playground if it is a 'grey' day
- to not climb any walls or trees
- to not climb the den making frames
- to only throw balls in the playground.
- to only play with moulded plastic balls (no leather balls to be used in crowded playground).
- to follow the rules on the tyres which include no pushing games and only one year group at a time.
- to ask an adult to collect a ball if it has gone over a fence.
- not to play-fight- including any physical contact which might be deemed as play-fighting.
- not to play bulldog or rugby unless directly supervised by an adult.
- not dig along the bank above the top playground.
- not play at skidding if the playground is slippery
- only play on 'Woodhenge' when supervised by an adult
- play with scrap responsibly
- to respect wildlife, including gardens, trees, plants and habitats
- to be quiet and calm when in the wildlife area near the Silver Birch tree.
- to only enter the top wildlife/woodland area with an adult or with permission.
- to treat resources with respect and look after them.
- to play in a way that will not endanger or upset someone else.
- to play in a way that does not interrupt or undermine other people's games.
- to listen to and follow instructions the first time
- to stop and be quiet when they hear the first bell. To walk to their lines quietly, quickly and sensibly when they hear the bell.

Adults will explain expectations to their pupils on a regular basis in a manner appropriate to their age and stage.

Appendix 2: Praising phrasing

Growth mindset phrasing which simply offers feedback:

'You have used descriptive adjectives. Your writing paints a really clear picture of the scene for me. I feel like I'm actually there.'

'You seem to have developed a real interest in non fiction books.'

'You have worked out how to get the ball rolling fast enough so it reaches the bucket.'

'You've given me a lot to think about –I hadn't thought of it that way before.'
'Hmm that's interesting- I wonder what else you could find out.'

Growth mindset phrasing for praising pupils:

'You really studied for your test and your improvement shows it. You read the material over several times, you outlined it and you tested yourself on it. It really worked.'

'I like the way you tried all kinds of strategies on that maths problem until you finally got it. You thought of a lot of different ways to do it and found the one that worked.'

'I like that you have taken on a challenging investigation in science. It's going to take a lot of cooperation, thinking and measuring. You are going to learn so much.'

'I know you used to find school easy and you used to feel like the smart kid all the time. But the truth is that you weren't always using your brain to its fullest. I'm really excited to see you stretching yourself now and working to learn things you find hard.'

'That task was so long and involved. I really admire the way you concentrated and finished it.'

'That picture of yours has so many beautiful colours. Tell me about it.'

'You put so much thought into this. I feel like I'm seeing the book in a whole new light.'

'The passion you put into your singing gives me a real feeling of joy. How do you feel when you're singing?'

'It's great that you're finding that tricky- it means you are learning.'

'I'm impressed with the way you persevered when you were mediating.'

'OK, so how could you make your den big enough for the whole group.'

'This presentation tells me you have carried out the work thoroughly.'

'I like the way you have laid out your reading journal- you must be very proud of it.'

'You have been very thorough (as a play leader) preparing for today's activities.'

'I really like the contributions you have made to this morning's discussion- they showed you empathised with the character.'

'I can see by the way you are sitting that you are listening well to this assembly.'

'It's great to see you taking part in the play-leading.'

Growth mindset phrasing for encouraging pupils:

'I like the effort you are putting in- keep persevering with your talk partner and you could well gain a better understanding.'

'We all have different learning curves. This may take you a little longer than some just as they probably took longer to master the hockey dribbling yesterday- but you will get there if you keep persevering like this.'

'Everyone learns in a different way. We will find your way in if we keep looking.'

Appendix 3: T+L Focus: Key phrases and examples to help pupils frame their self evaluation—some thoughts

Please encourage children to describe their learning by using open ended questions.

How did you do that?....'

What will you do next?'

What can you tell me about...?'

Tell me more

Please encourage them to evaluate the process they went through

What did you find easy about learning to...?

What are you most pleased about learning to...?

What really made you think/ did you find difficult while you were learning to...?

What helped you when something got tricky while you were learning about...?

What did you need more help with when learning to...?

How would you do things differently next time now that you know what you know?

Please encourage children to evaluate the outcome for them-

What can you do that you couldn't do before?

What have you learnt that is new about...?

I changed my attitude about...

I became more aware about...

I was surprised by...

Please encourage them to connect their learning to other learning

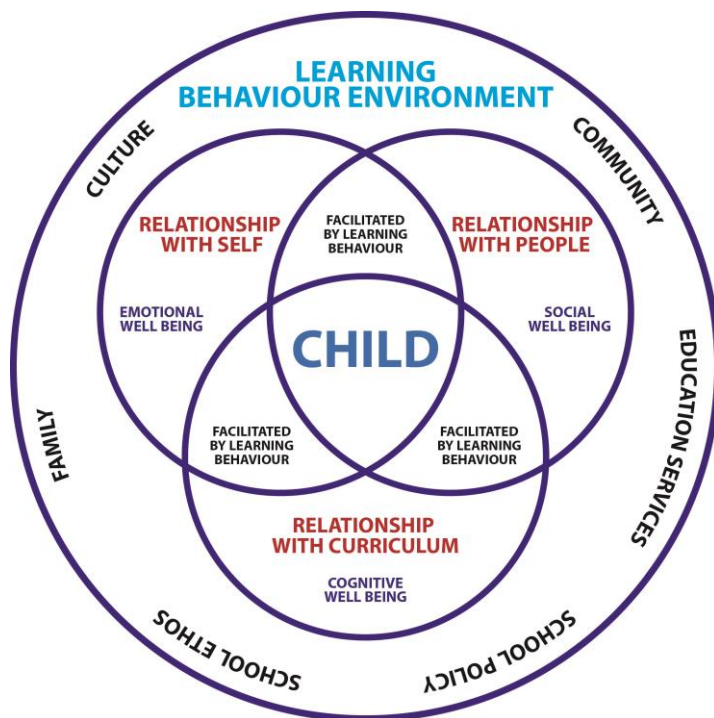
How do you think we can use what we have learnt today and in the future?

This reminds me about....

Please encourage them to evaluate the task itself

How would you change this activity for another group/ class who were learning to....?

Appendix 4: Theoretical Framework: Behaviour for Learning (Tod & Ellis)



The Three Relationships

There are 'three relationships that underpin the promotion of behaviour for learning' (Ellis & Tod,2009:54): relationship with self; relationship with others and relationship with the curriculum. While this framework talks about pupils' relationships, it is relevant for all people working in a school.

Relationship with self

Relationship with self involves pupils concept of their identity, their self-esteem, self-confidence and motivation (Ellis & Tod,2009). In order to develop a child's relationship with self the learning environment created should allow pupils to explore their feelings and emotions. Additionally children's contributions and talents should be valued in order to develop self-esteem. Children should be encouraged to have a go. Mistakes should be seen as learning opportunities. The development of children's self-esteem 'enables them to gain confidence in acquiring new skills and to make bigger leaps in their understanding' (Miller et al,2005:176). See Maslow's Hierarchy of needs which identifies self-esteem as a vital human need.

Relationship with others concerns how children interact with family, teachers, other adults and peers. By developing positive relationships, children can be empowered to work collaboratively, be comfortable sharing opinions and solve problems. Integrating Spiritual, Moral, Social and Cultural (SMSC) learning into the curriculum can ensure there is a focus on social development which in turn promotes positive learning behaviours. (Adams,2009). The complex nature of the influences of relationships and children's upbringings on behaviour is greater developed by David Moore's Circle of Intimacy. He believes that it is a responsibility of schools to teach children how to manage their behaviour which revolve around values and attitudes that develop through various relationships.

Relationship with curriculum involves 'being able and willing to access, process and respond to the information available through the curriculum' (Ellis & Tod,2009:94). Negative behaviours can arise from not being able to access the curriculum which in turn effects a child's sense of self. Therefore it is important to create a curriculum which has the power to engage children and give them opportunities to develop positive relationships. Closely linked to these relationships is motivation.(Adams,2009).

Motivation relates to involvement in activities as well as the reasons behind undertaking them. Motivation can be extrinsic or intrinsic. Extrinsic motivators are external to the individual, for example rewards and sanctions, while intrinsic motivation comes from within

and learning is carried out for its own sake (Adams,2009). Lessons which motivate pupils reduce disruptive behaviour as it keeps children engaged. In practice I have found having a pupil centred approach where 'choice and the opportunity for self-direction...enhance intrinsic motivation, as they afford a greater sense of autonomy' (Ryan&Deci 2000,cited in Watkins et al,2007). Giving children a greater choice in open ended projects where they identify what they want to learn created a purposeful learning environment which gave pupils ownership of their learning.

Identifying good learning behaviours

Powell and Tod (2004:6) describe the following behaviours as'learning behaviours': 'engagement; collaboration; participation; communication; motivation; independent activity; responsiveness; self-regard; self-esteem; responsibility; disruptiveness; disaffection and problems'.