

Whitstable & Seasalter Endowed Church of England (Aided) Junior School



Relationships Policy

This policy reflects our school's vision

LET YOUR LIGHT *Shine*
Matthew 5:14-16

Love ★ Joy ★ Goodness ★ Resilience ★ Trust

Reviewed	January 2025
Date of Next Review	January 2026
Headteacher Signature	Miss E Taylor
Chair of Governors Signature	Ms A Maxted
This Policy was approved at a meeting of the Governing Body on 3 July 2025	

RELATIONSHIPS POLICY

LOVE.LEARNING.LAUGHTER

This Policy should be read in conjunction with the SEN policy, Anti Bullying policy, Safeguarding Policy and the policy for Teaching and Learning to establish the general ethos of the school.

1. Rationale

As a Church of England school, Whitstable and Seasalter Endowed C of E Juniors are committed to creating an environment where exemplary behaviour is at the heart of productive 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. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Whitstable and Seasalter Endowed C of E Juniors encourage positive relationships and high expectations that enable all pupils to flourish, thrive and succeed and 'Let Their Light Shine' (Matthew 5:16).

2. Aims of the policy

- To create a culture of exceptionally good behaviour in all areas of school life: for learning, for community, for life.
- To ensure that the whole of the Endowed family are treated fairly, shown respect and to promote good relationships.
- To refuse to give attention and importance for poor conduct.
- To help everyone take control over their behaviour and be responsible for the consequences of it.
- To build a community which values love, joy, resilience, goodness and trust.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- To provide simple, practical procedures for the whole of the Endowed Family that:
 - recognise behavioural norms
 - positively reinforces behavioural norms
 - promote self-esteem and self-discipline
 - teach appropriate behaviour through positive interventions.

3. A relationship-based approach

We aim to develop strong relationships so every child has at least one trusting relationship with an adult at school. Knowing and understanding each pupil's individual context will help inform effective responses to poor conduct. For example:

- understanding Adverse Childhood Experiences (ACEs) of a child;
- negative changes in home life, e.g. a bereavement;
- negative experience at school, e.g. lack of friends or bullying.

4. Roles and responsibilities

4a. All staff: Visible Adult Consistencies (see Appendix A)

- **Positive noticing** – First reaction to negative behaviour is to praise the positive behaviour that is happening around the child exhibiting negative behaviour.
- **Calm, unshockable, in control and fair** – all staff should be a model of how to be emotionally in control, “Children need ... an unprovokable adult and an emotionally predictable learning environment” (Paul Dix).
- **Meeting and greeting** – Education Endowment Foundation (EEF) research shows positive greeting as an effective strategy in developing pro-social relationships and setting behaviour expectations.
- **“Keeping in mind” practice** – attachment-based practice shows that children build better relationships if they feel held in mind, e.g. by making regular eye contact, asking after little things in their life or using transition objects.
- **“Deliberate botheredness”** – “The daily acts of care ... the interest that you show in their lives” (Paul Dix).
- **Pick up your own tab** – Children need to see that all staff have authority to deal with behaviour; Leadership will support decisions.

Follow the scripts and procedures laid out in this policy (Appendix A) – focusing on a restorative approach to teach children about the impact of their behaviour not using shame or punishment.

4b. Leadership Team

After triaging a child, (following 4a approach) the LT may support a child by listening and coaching if they are struggling with their behaviour. They will then stand alongside colleagues to support the restoration process (Appendix A).

The LT (Headteacher and others when not teaching) will:

- reinforce restorative policies and practice consistently;
- meet and greet pupils each day;
- be a visible presence throughout the school day;
- celebrate staff and pupils whose effort has gone above and beyond;
- support staff in analysing behaviour patterns and developing individual plans.

5. Whole-school strategies (see Appendix B for a one-page summary)

EEF guidance on improving behaviour in schools’ states that whole-school strategies applied consistently by all staff has the greatest impact on improving children’s behaviour. Mainstream Core Standards are followed as part of Quality First Teaching.

5a. Our School Values

Love
Joy
Goodness
Resilience
Trust

These are explicitly taught to the children in all classes and through whole-school collective worship. (See Values in Action Appendix F).

Our school values also have the Six Principles of Nurture embedded within them:

- **Children's learning is understood developmentally**
 - The social and emotional needs of pupils are assessed and tracked.
 - All staff provide support to promote positive emotional, social and cognitive development at the respective level.
 - National requirements and school policy are met at the appropriate level for each child or young person.

- **The classroom offers a safe base**
 - Curricula elements are well planned to create a positive context for teaching and learning.
 - Adults model positive relationships and interaction.
 - Predictable routines are explained and practiced.
 - There are clear expectations of how all adults in school relate to children and young people when in or out of class.

- **The importance of nurture for the development of wellbeing**
 - Provision, strategies and support promote the welfare and wellbeing of children and young people.
 - Provision, strategies and support promote staff welfare and wellbeing.
 - Staff respond and listen to children/families in ways that show they are valued.
 - Achievements and attainments are celebrated.

- **Language is a vital means of communication**
 - Children and young people are helped to understand and express their thoughts and feelings.
 - Adults understand the importance of their own language towards children and young people and how this can impact on them.
 - Language is assessed, developed and embedded in all aspects of the curriculum at the appropriate level for the child or young person.

- **All behaviour is communication**
 - Staff are aware that children and young people may communicate their feelings in different ways.
 - There is a consistent approach to behaviour throughout the setting.
 - Staff understand why children and young people may behave in a particular way.
 - Children and young people are encouraged and supported to reflect on their behaviour.

- **The importance of transition in children's lives**
 - Staff understand the feelings that may be aroused by both small and large changes.
 - Children and young people are prepared for transitions in life.
 - The setting is proactive in involving children, young people and their parents and carers in managing transitions.

5b. Relentless Routines (these are taught explicitly) (See Appendix B for Whole School Behaviour Expectations).

- Lining up;
- Walking around school;
- Excellent listening;
- Stopping for bells/whistle;
- Hand signal shown and followed by children signalling back quietly with eyes on the 'speaker'.

Routines are used throughout the school day and are proven to be a very effective way of improving pupil behaviour. By teaching children how to do routine things explicitly, such as tidy up or transition between activities, minimises disruption. Within individual classrooms further routines will be taught to meet the needs of the class and environment.

5c. Over and Above Recognition (reward systems)

We talk about "going the extra mile" in our work and our relationships. We recognise and celebrate the times when children go "over and above" our Values and 'Let their Light Shine': Examples include:

- 'Star/Child of the Day'(daily);
- 'Recognition" board in classrooms and (ongoing);
- Class certificates presented in weekly Celebration assembly (weekly) and displayed on corridor board;
- House Points;
- Newsletter Recognition;
- Phone call/email home (as appropriate).

6. Consequences: a restorative approach

Several high-quality studies suggest that a shift of focus from managing a child's behaviour towards teaching a child learning behaviours may be beneficial (EEF).

A restorative approach seeks to teach children (and staff) "to listen, be empathetic and deal with conflicts and tensions in a way that seeks to repair harm and sustain relationships" (Mark Finnis). We seek to adopt an "authoritative" rather than "authoritarian" approach. This means explicit expectations for behaviour; following school rules while taking individual students needs into account; high expectations with nurture, compassion and empathy to enable expectations to be met. (Authoritarian = strict rules followed by punishment.)

The restorative outcome may be to apologise, but equally may be to clear up a mess made – it should not be a search for a forced apology. The aim is for children to be able to consider "How do I make it up to you?" themselves so they take responsibility.

Refuse to raise your voice/shout.

The following consequence system is framed within this approach, with a focus on teaching children rather than shaming them.

6a. Stepped Consequences (always private, no shame)

See Appendix A: Follow steps until negative behaviour ceases.

See Appendix E for Whole School Consequences poster (displayed in every classroom, plus Garden Room, Library, corridors, toilets, playground window)

Before individual approach, always use whole-class systems – bells/waiting/praise.

0-Warning.

Everyone makes mistakes!

Eg calling out, talking, running in corridor, manners.

Give reminder of values

Non-Verbal eye contact

1-Mindful Minute.

Take a minute to breathe and reset yourself to make smart choices.

Following having already received a warning

Explain consequences

Need to have what they have done wrong explained to them-which school value did they not follow.

2-Break it, Fix it.

Do what ever you need to make the situation right again.

Owning their mistake

Apologising

Clear up the mess made

3-Logical consequence.

Choices create changes.

Restorative conversation

30sec Micro-script (Appendix A)

Lost learning time made up-complete work in break/lunchtime

4-Privilege Loss.

Things have gone too far. We need to try harder to make smart choices.

Racial, swearing, physical

Send to LT-consequence to match behaviour

Any serious breaches of behaviour will be “triaged” within the staff team but **external** to the classroom. This may be in a safe space, for example the reading area, Seaside Room or the library, or if the child is safe to do so, walking and talking outdoors can support regulation. The child will remain with an adult who will support them to co-regulate and then seek to restore and make amends. If the adult has changed, this should not prevent follow-up.

6b. Individual support

Some children’s needs will go beyond the scope of whole-school or whole-class strategies; these children will need a bespoke support plan. This could involve:

- Using CPOMs logs to monitor and analyse behaviour;
- Proactive strategies to avoid escalation of behaviour;
- Considering additional SEND;
- Considering trauma and Adverse Childhood Experiences (ACEs);
- Internal support and interventions (see SEN Policy for full details);
- Parental involvement;
- Considering whether external support is needed;
- Individual Pastoral Support Plan (in liaison with parents/carers) (Appendix C);
- Individual Behaviour Plan for every day support for children with SEND/SEMH (Appendix D);
- Advice from outside agencies.

7. Transition

See SEND policy

Extreme Cases

In extreme cases where behaviour involves:

- Violence towards another child or adult;
- Abusive language directed at another person or spoken loudly to offend;
- Vandalism;
- Racism;
- Bullying.

Then all incidents MUST be reported immediately to the Headteacher or Assistant Headteachers. An adult or a note will accompany the child to explain the incident. A log of these incidents will be logged on CPOMs. The above stages are irrelevant here due to the severity of the incident. A phone call will be made home to the parent(s)/carers; who will be invited to discuss the situation with a member of LT. The Headteacher will decide on the action to be taken in consultation with LT. This may include:

- A phone call home to the parent(s)/carers;
- Moving the child to a different class for a set period of time or permanently;
- A suspension: fixed or permanent. Parents(s)/carers will always be notified of the reason for the suspension.

8. Suspensions

Suspension is an extreme step and will only be taken in when an exceptionally serious incident takes place. Suspensions are completed via The Digital Front Door to KCC.

A letter explaining the decision of the suspension is sent to parents. A copy is kept on file.

Following a suspension, before the child is re-admitted to school, a reintegration meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour patterns is not repeated.

A written record of the discussion, and commitments to the agreed outcomes/targets, by both the parents and the school, will be made.

9. Malicious accusations

Allegations against staff-see Safeguarding Policy

10. Restrictive Physical Intervention

Restrictive Physical Intervention (RPI) is where bodily contact using force is used; it is an act of care and control, not a punishment. It refers to any instance where "reasonable force" is used to control or restrain pupils. Whitstable Endowed staff operate a "rarely restrain" approach.

It is important to ensure that the degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

11. Protected Characteristics in school

We aim to create an atmosphere where everyone feels safe and secure in the knowledge that positive steps are taken to tackle problems. Bullying will not be tolerated in any form.

Through Collective Worship and Heartsmart (RSHE), pupils are actively encouraged to approach members of staff in the knowledge that they will be listened to and their worries or fears will be taken seriously. Parents are notified of our concerns and are actively encouraged to work with the school to prevent or stop bullying. Where a child is being bullied and/or racially abused, extra support will be given.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy (please also see our Child Protection and Safeguarding Policy). When dealing with cyberbullying and child-on-child abuse, please also refer to our school Anti-Bullying Policy and Equality Policy.

12. Conducting a search

School staff have legal provision to search for prohibited items with and without consent and to confiscate such items from pupils. The member of staff must be the same sex as the pupil being searched and a (same sex if possible) SLT witness must be present. The Headteacher and authorised school staff may use such force as is reasonable given the circumstances when conducting a search without consent for prohibited items.

Prohibited items include, but are not limited to:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- vapes, tobacco and cigarette papers, cigarettes;
- fireworks;
- pornographic images; or
- articles that have been or could be used to commit an offence or cause harm.

13. Confiscated items

Staff will retain any confiscated items and, where appropriate, return them within a reasonable period of time (usually the end of the week). However, staff are required to hand weapons and knives, drugs and extreme or child pornography over to the Police. Any stolen items are also required to be passed to the Police or returned to the owner. All other "prohibited" items (see above) will be disposed of appropriately; they will not be returned to the pupil. Other items will be handed over to the parent or carer.

References:

Paul Dix 'When the Adults Change, Everything Changes'

EEF Guidance on Improving Behaviour

OUR SCHOOL VALUES

Resilience

Goodness

Trust

Joy

Love

Over and Above Recognition

Celebration assembly
 Class Recognition Board
 Let Your Light Shine Board
 Spotlight Board in hall
 Certificates
 Stickers/awards from HT/SLT

Relentless Routines

(Taught explicitly)
 Hand up for silence
 Lining up
 Walking around the school
 Walking into Worship/assembly
 Excellent listening
 Stopping for bells/whistles

Visible Adult Consistencies

Positive noticing
 Calm, unshockable in control and fair
 Meeting and greeting
 'Keeping in mind' practice
 'Deliberate botheredness'
 Pick up your own tab

Stepped Consequences

Before individual approach, always use whole class waiting/clap/hand signal/praise.

0-Warning.

Everyone makes mistakes!

1-Mindful Minute.

Take a minute to breathe and reset yourself to make smart choices.

2-Break it, Fix it.

Do whatever you need to make the situation right again.

3-Logical consequence.

Choices create changes.

4-Privilege Loss.

Things have gone too far. We need to try harder to make smart choices.

30 second Micro-script

I notice that you are...(doing)
 The School Value you need to be showing is...
 It was our value about... that you broke
 I know you will...
 Do you remember when...(positive) and how that felt?
 That is who I need to see today, thank you.
 Stay behind for 2 minutes at the end of the lesson and we will have a chat.

Restorative Conversation

1. What happened? Listen to their response. Then give your account of what happened.
2. What were you thinking? (This reflection helps the child reflect on their actions).
3. How did this make people feel?
4. Who was affected? How?
5. What should we do to put things right?
6. How can we do things differently in the future?

Micro-script for challenge

(To avoid power struggles)
 You seem to be feeling...?
 I need you to ...(come with me to resolve)
 Maybe you are right...(I need to speak to them too)
 But I still need you to...

WHOLE-SCHOOL BEHAVIOUR EXPECTATIONS

Meet and greet Teachers should welcome each child into their classroom every day. All staff should greet similarly.

Lining up & walking in corridors

- Eyes forward.
- Hands by sides.
- Voices away.
- Then we walk around the school.

Collective Worship

Children should walk in and out of assembly in silent lines. Children should be taught to seat themselves in rows. When entering Collective Worship (CW), everyone is quiet, instrumental music to be played and played again as the children leave. Before any classes leave, all children to be sat quietly listening to the music. Staff should be quietly and non-publicly be addressing any behaviour from their class. CW leader to non-verbally cue staff to any child not listening well.

Playtimes When the bell is rung, children should stop, with adults noticing the children who have stopped well. Then (after not too long a period) the bell should be rung again and children walk to their lines.

Sitting/Listening in class

Actively teach what good listening looks like and praise when it is seen.

- Sitting still.
- Good looking/Facing the speaker.
- Lips closed.
- Thinking about what you hear.

Manners

When entering a different classroom, children should be taught to knock and say excuse me and wait for staff to be ready to speak to them. Adults should also model this behaviour and ensure that conversations had with teachers who are actively teaching are done privately and at an appropriate time. As well as teaching please/thank you, children should be explicitly taught to use a calm, polite tone of voice when speaking to each other and staff – praise when children do this well. Staff should model this too.

Visible consistency, visible kindness

When lining up, sitting for lessons, stopping in class, etc., all staff should be emphasising and verbally recognising the positive behaviours seen frequently (remember that positive comments should by far outweigh intervention to manage behaviour). Children not complying should have a non-verbal cue and, if this doesn't work, staff should speak to them privately (not in front of others). All staff need to show the children total consistency in these approaches.



PASTORAL SUPPORT PROGRAMME

NAME	GENDER	DOB		PSP TIME LIMIT and REVIEW DATES
SCHOOL	CLASS / TEACHER	DATE OF PSP	CO-ORDINATED BY	
Whitstable and Seasalter Endowed C of E Junior School				

PUPIL PROFILE	
STRENGTHS	DIFFICULTIES TO BE ADDRESSED BY THIS PSP

PUPIL COMMITMENT	PARENTAL COMMITMENT

SCHOOL SUPPORT AND STRATEGIES	SUPPORT FROM OUTSIDE AGENCIES

PUPIL TARGETS	INDICATORS OF PROGRESS	STRATEGIES TO ACHIEVE TARGETS	DATE

AGREED REWARDS

Signed: Staff:

Parent:

consequences

What happens if I break a rule?

0 **WARNING**

Everyone makes mistakes!



1 **MINDFUL MINUTE**



Take a minute to breathe and reset yourself to make smart choices.

2 **BREAK IT, FIX IT**

Do whatever you need to do to make the situation right again.



3 **LOGICAL CONSEQUENCE**

Choices create changes.

Fair.



4 **PRIVILEGE LOSS**



Things have gone too far. We need to try harder to make smart choices.

@SPEDTEACHERLOW



At the Endowed

we live through our **values**

Values in Action

- Love ourselves and love our 'neighbour'
- Love our God
- Show kindness
- Listen when others want to talk
- Give a cuddle or a hug to our friends
- Treat everyone with respect

- Share ideas with our team
- Show appreciation
- Involve everyone in games
- Help others and stand up for what is wrong if it is safe to do so

Love

- Be passionate about things we care about – have joy in what we do
- Smile at people
- Share fun times, celebrations and laugh together
- Enjoy the variety of opportunities on offer
- Celebrate the success of everyone

- Promote our shining moments
- Let our Lights Shine!
- Look for joyful moments all around us and share them with others

Joy

- Care for others, looking after each other
- Offer to help or support with advice
- Welcome those who are new
- Admit when we are wrong and say sorry
- 'Check in' with each other – stay connected
- Be honest

- Respect each other – show good manners
- Celebrate when others do well like sports teams
- Show happiness for others
- Be an Agent of Change

Goodness

- To recognise that it is ok to make mistakes – mistakes are an opportunity to learn
- If some things are hard you try and try again no matter what others say to you – you can do this!
- To help someone if they are finding it hard and you could play with someone if they are feeling lonely

- Attempt new things
- Say 'I can't do it... yet'
- Reflect on challenges
- Think positive 'I can' rather than 'I can't'.
- Keep trying
- Not giving up after the first time
- Ask people for help

Resilience

- Speak to an adult or friend if you are hurt or upset – they can help you
- Let others help you
- To trust and believe in our own abilities – push through our fears to build our confidence
- Being honest with each other

- Telling the truth
- Listening to each other
- Saying 'I believe in you'
- Being good friends
- Honour commitments you have made
- Support each other

Trust