



Whitehall  
Park School  
LEARN ENJOY SUCCEED

## **Relationships Policy**

**(To be read alongside the Behaviour Policy and Anti bullying policy)**

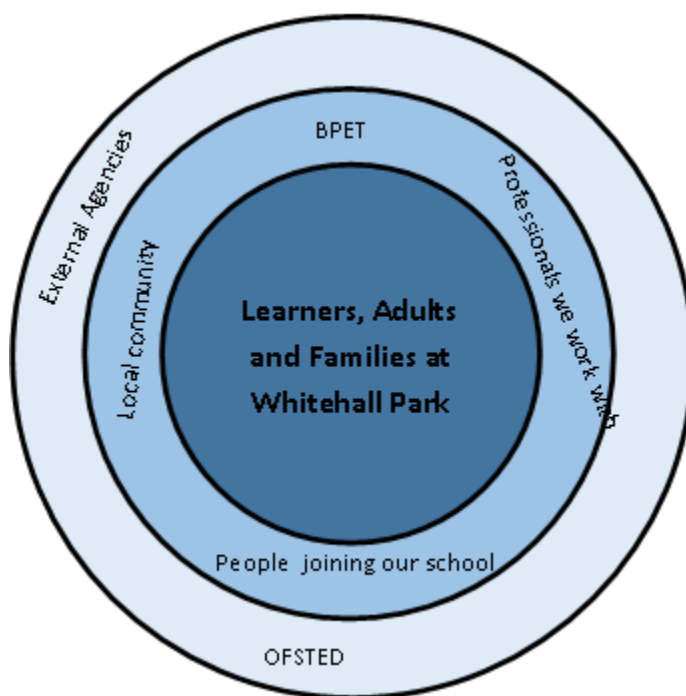
Signed:	JFoster
Chair of Advisers:	J. Foster
Approved:	September 23
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# Relationships at Whitehall Park

A guide for how we nurture happy learners and future role models

## Aims

We aim to create an environment which expects and promotes positive behaviour as the basis for effective learning.



We have written this guide with the learners, adults and families who live, learn and work at our school every day at the centre. All of us will use it to help us build positive, happy relationships based on trust, love and respect so that each of us can enjoy our time learning together.

As the learners, adults and families have had a role in writing this policy, we are able to consent to it. We understand that younger children may not be able to have as big a role, but as they get older they will be involved in updating and approving it each new school year.

## Ready, Respectful, Safe (The Whitehall Park Way):

At Whitehall Park School we have three rules that apply to both children and staff, which we refer to as the Whitehall Park Way. Children are provided with lessons that explicitly teach them the expectations around how to be ready, respectful and safe and these are regularly returned to throughout the academic year:

### 1. Ready

a. Children are physically and mentally prepared for lessons. This is both organisationally and ensuring children are equipped and in a position to demonstrate effective learning behaviours set out through our school values. This is enabled by children being nurtured in a safe and secure environment

b. Staff support children in being ready through delivering clear and concise instructions, allowing children time to explore and develop the skills for effective learning behaviours.

### 2. Respectful

a. Children and staff model respectful behaviour by using calm voices when communicating with children and adults. It is expected that children use manners and that the language and behaviours displayed are polite and courteous.

b. Staff deliver consistent respect to all children no matter what the circumstance and act as consistent models of emotional control. Staff use and demonstrate consistent and respectful language, tone of voice and responses to children and this is reflected in all conversations with children about behaviour

### 3. Safe

a. Children understand that boundaries are put in place and instructions given to keep children safe. School provides a safe space where children are not at risk of physical or emotional harm. Children use words, cards or signs to help them express and regulate their emotions and are taught strategies to enable them to control their actions when feeling particularly strong emotions to ensure all children and staff are safe and prevented from being hurt.

b. Staff invest time in building trusting relationships with children to develop a culture and climate across the school where children feel security. Staff act to support children in regulating their emotions when necessary and teach and model strategies to help with this. This language is regularly used, referred to and shared with children. Children are delivered lessons that explore what being ready, respectful and safe looks like.

## Class Charter

Each class will agree on a Class Charter during the first week of each academic year. These will be displayed in the classroom and used to reinforce expectations whenever necessary, building on from Ready, Respectful and Safe.

## Effective Communication:

To learn well, we must have good communication and be able to work together in pairs and groups. We rely on each other to make this happen, so it is a key responsibility of all learners. We have a talk partner system in our classes where learners will have the opportunity to work with every member of the class.

## ➤ What good relationships look like

*Good relationships start with positive and respectful language. To help everyone start their conversations positively and respectfully we have some things that everyone is expected to do – adults, learners, parents, carers and visitors.*

### How we speak to people:

We always greet people using their **name if we know it**.

If an adult greets a learner, we always respond with a greeting using their name. Here is an example,

*Teacher: "Good morning, Anna,"*

*Learner: "Good morning Mr. Smith,"*

If learners or adults do not know each other's names, then they may ask in a polite, curious way.

### Asking each other for attention:

We **ask** for each other's time and attention. No one can demand or expect time or attention. To ask for someone's attention we say excuse me and use their name:

*Learner: "Excuse me Mr. Smith,"*

*Teacher: "Hello Anna, how can I help?"*

*Learner: "Please could you help me with my learning?"*

*Another example,*

*Learner: "Excuse me Miss Hart,"*

*Meal Time Supervisor: "Hello Jason, I am speaking to another child now. Could I come and find you when I have finished this conversation, please?"*

*Pupil: "Of course Miss Hart."*

### Please and thank you:

Positive relationships include being grateful for one another. This is also part of how we are respectful. So that we all know what it looks like, everyone says please, thank you and uses each other's names. Here is an example:

*Learner 1: "Please may I borrow the red pencil, Chloe?"*

*Learner 2: "Of course you may, here you are George."*

*Learner 1: "Thank you Chloe."*

*Learner 2: "You're welcome."*

### Positive and Respectful Actions:

We can support our relationships with simple actions and things that everyone does.

#### Class Introductions:

When visitors are in school and enter classes, we expect all children to greet the visitor and a couple of pupils will be selected to describe the learning taking place during the lesson.

#### Opening doors:

We try to open doors for each other as a friendly and helpful action to others. Everyone offers to do this if:

- We can see someone is carrying things and does not have empty hands to open the door.
- We are travelling in a group and reach the door first, we hold the door for those people and say, "After you please".

#### Offering help:

If someone is hurt or upset, we always ask if they are okay and whether we can help them.

### Being curious about one another:

We like to show the people in our school that we care about them and who they are. We do this by taking time to talk to one another; we ask questions about their wellbeing, show curiosity in their interests and individuality and what's happened during their day. Here is an example:

Learner: How was your lunch Mr Sweetland?

Teacher: Good morning Brian, how are you feeling today? Would you like to share anything about your weekend?

### ➤ Our Responsibilities

*At Whitehall Park School everyone takes responsibility for their own actions and how they conduct themselves within our learning environment. We remind each other of this with the saying, "You own your own behaviour".*

Adult responsibilities:

What pupils can expect from staff

Pupils may expect staff and other adults in the school to:

- be enthusiastic and develop positive working relationships with you and your peers in their classes;

- celebrate the success of pupils in lessons, after school activities and assemblies;
- encourage all pupils to contribute to the work in hand;
- communicate both successes and concerns with parents;
- treat you fairly;
- eliminate or control hazards which may cause you harm;
- use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour;
- be approachable and listen to you at appropriate times;
- always take seriously any complaints of bullying or inappropriate behaviour reported to them;
- set high expectations, clear boundaries and regularly agree classroom and behaviour expectations;
- use rewards and, where necessary, sanctions consistently;
- model the behaviours you wish to see.

Learner responsibilities:

Staff may expect pupils to:

- enter the classrooms quietly;
- sit where you are told to sit by the teacher or any other member of the school staff;
- follow classroom rules and procedures and not disrupt the learning of other pupils;
- follow instructions the first time when they are given by staff and other adults without arguing;
- listen attentively to the teacher who will explain the lesson, what you are going to do, why and how;
- use appropriate language;
- listen to others' ideas and work co-operatively;
- tell the truth and learn from your mistakes;
- care for the classroom and resources, respecting others' property;
- value other individuals and their contributions to lessons;
- lead by example creating a good role model for younger pupils in the school;
- accept responsibility for your behaviour;
- consider the needs of all the other people in the classroom;

- be responsible when using online technologies and not compromise the professional integrity of staff or other adults in the school community;
- report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyber bullying);
- behave appropriately when outside school and be an ambassador for the school.

## Our Daily Routines

### How we move around the school building:

All learners and adults are expected to move around the school building in a calm, respectful and quiet manner. We do not expect complete silence but the learning taking place in classrooms should not be disrupted by outdoor corridor noise.

### How we move from the playground to learning areas:

#### On Entry

- Strategic use of adults in key zones
  - o EYFS – 1 adult inside the classroom, 1 adult at the door
  - o KS1 – 1 adult inside the corridor 1 adult at the door
  - o KS2 – class teacher to greet pupils at the door
  - o Support staff - entrance doors and corridors
- Quiet corridors as pupils enter the building
- Pupils should be set a focused activity to complete up until the end of registration

#### Break & Lunchtime Play

- Class teachers lead classes to the playground at the start of break and lunchtime play
- Adults are in classes, or corridors
- First bell ring – freeze
- Second bell ring – pupils walk in through allocated doors
- Playground equipment monitors are responsible for tidying away
- Teacher led football for the class whose teacher is on duty

#### Transitions (silent hand signal)

- 1 – Get ready
- 2 – Stand up
- 3 – Go to where you're supposed to be

## On Exit

- Strategic use of adults in key areas
- Pupils to collect personal belongings from pegs in small groups
- Quiet corridors as pupils exit the building

This Code of Conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

## ➤ How we make it work for everyone

*It is not fair to expect everyone to do this all the time as we have different needs and different life experiences. Our Whitehall Park community also includes learners who are neurodiverse, have disabilities and who may have experienced emotional trauma. We strive to ensure equity for all learners, this is how we do it.*

### Effective communication:

To make sure we provide the best learning opportunities possible, we have a meeting with the learner, the family and the adults who will be working with them. This helps everyone to understand what the learner finds difficult with their learning and challenging in their relationships. Once we understand what the challenges are, we decide together what to do to help them. We write this down in a pupil passport or behaviour plan which is agreed with everyone at the meeting. As our learners grow and develop, the passport or plan has to change to meet their needs.

### Possible Adaptations and Accommodations:

Everyone at Whitehall Park will realise why adaptations and accommodations are made for some learners. For example, some learners may need:

- An individualised pen portrait, outlining the learners needs, triggers and additional support given if needed.
- Fidget toys to help them stay focused.
- Personalised timetables to help learners see the order of their learning.
- Additional breaks from learning for calming and regulating.
- Now and next boards which help learners understand what's coming next.
- Extra chances to make the right choice.
- More time in calming spaces in the classroom and around school.
- More chances to use technology.

Learners will know these adaptations are necessary for them because they have been written down and agreed with them, their family and the adults in the school.



## ➤ How we celebrate each other

*Celebrating learners is important. It makes us feel positive, proud, and happy about ourselves. This helps us understand what we have done well and lets others learn from our successes. We celebrate everything about our learners at Whitehall Park: their learning, attitudes and behaviours, talents and their contribution to our school. Celebrating each other helps to build positive relationships, a sense of belonging and recognises the value we each bring to our school community.*

### Rewarding good behaviour and learning

We recognise and celebrate positive behaviour by, in rank order:

- Verbal praise which is specifically linked to what has been done well
- Celebrating a child's achievements with the rest of the class
- Awarding House Points
- Sharing praise comments with parents
- Sending to another member of staff for praise
- Awarding certificates
- A note, message or phonecall home
- Special responsibilities/privileges
- A Sticker from Head Teacher

### Celebration Assembly:

Each week there is an assembly where adults celebrate what they have seen from learners that week. Every class teacher will celebrate one child in their class with a gold award for their learning. The class teacher will describe why they are giving the gold award saying exactly what they have seen in the learner. This should be linked to our learning culture and school values so that everyone can understand why they have been celebrated. Example,

*Teacher: This week, Cinnamon class's gold award goes to Mohammed for how he displayed resilience by persisting in his mathematics learning. I saw how he did not stop trying to solve a fraction problem even though it took multiple attempts. He persisted not only until he understood the solution but also asked for another challenge to try.*

### Houses and House Points:

We have four houses; Waterlow Park, Parkland Walk, Hampstead Heath and Finsbury Park. Each house has a colour and every learner and adult is part of a house. These houses help us make relationships and connections with people outside our classrooms. We build relationships in our houses through celebration afternoons, rewards and team building activities.

We celebrate learners for their positive behaviours, relationships and learning. Adults will award a house point to a learner by stopping what they are doing, saying the good thing they have noticed and praising the learner for it.

Examples of reasons why a house point is awarded:

*Teacher: Well done Maria, I can see you are really focused on what I am saying, 1 house point for you!*

*Office Manager: Thank you for holding the door open for me Aiyanna, 1 house point for you!*

*Teacher: Amazing Alfie! You have shown great reciprocity by adapting your methods to work alongside your partner.*

*Learner: Mr Noutch, could I please nominate Sophie for helping to sort out problems during the Four-Square game?*

## ➤ Creating a positive learning environment

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Classroom Charter
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## ➤ How we sort out problems

*Sometimes relationships can go wrong. We may treat one another unkindly, have a disagreement or be disrespectful. When this happens, the adults will work together with learners to restore their relationships. These problems can be between learners, or between an adult and a learner.*

### Problems between learners:

Adults will help learners to sort out problems. This starts by ensuring both learners are physically okay. Where learners are in the red zone, or there is risk of violence, adults will act to guide the learners apart and help them to be calm again. This is called de-escalation. listening to both sides in a curious way.

## Using a shared vocabulary

Can you tell me what happened.

Choice, chance, consequence

'Reset'

Zones of emotional regulation

Dialogue

Ready, respectful, safe

Acknowledge that adults can get it wrong too! (respect)

## Problems between adults and learners:

When a learner makes the wrong choice, it is the responsibility of adults to help them own their own behaviour. This may not feel nice to the learner but to lead them to the right choice adults will take the following steps:

- The adult will move closer to the learner.
- The adult will give a visual signal.
- The adult will say the right choices they want to see and praise other learners who are doing this.



## ➤ Unacceptable behaviours

There are some actions and behaviours that have no place at Whitehall Park. They badly damage relationships, create a disrespectful atmosphere, and make people unsafe. These behaviours automatically have a consequence.

### **Dealing with Inappropriate Behaviour**

Ensure that parents / carers / SENCO are involved at an early stage when there is growing concern about a child's social, emotional or behavioural needs

The following is a hierarchy of responses to inappropriate behaviour:

#### Proximity Control

- Staff moving nearer to the child.
- Child being moved nearer to member of staff.

#### Non-Verbal Signals

- Looking in the direction of the noise.
- Making eye contact with the child whose behaviour is causing concern.
- Shaking head.
- Light touch on shoulder to show awareness
- Facial expressions, frowns etc.

#### Planned Ignoring

- Praising adjacent children who are making good choices, whilst tactically ignoring those pupils behaving inappropriately.
- Avoiding eye contact, talking to those who are behaving appropriately – proximal praise.
- Restating the rule / reminding all about the choices available and their ownership of their behaviour.

#### Verbal reminder

- Remind the child of the Whitehall Park Way, Be Ready, Be Respectful and Be Safe.
- Encourage the child to take responsibility for their actions and make the right choice.
- Encourage the child to 'reset' and get back to green.
- Deliver reprimands calmly, firmly and with confidence.
- Avoid getting into arguments.
- Ensure that a reprimand makes it clear that it is the inappropriate behaviour that is not acceptable not the child.
- Explain clearly that the child has made the wrong choice and what behaviour would have been appropriate.
- Ensure that reprimands are never used to intentionally humiliate a child.
- Keep the reprimand appropriate to the age, character and understanding of the child.

- Avoid the use of emotive language which labels a child as “silly”, “thoughtless”, “not you again...”
- NEVER give blanket whole class reprimands
- Give the child an opportunity to discuss what went wrong and describe the behaviour that would have been appropriate, when convenient. (see scripted interventions)

### Choice, Chance, Consequence

- State what the child is doing e.g. “Lee, you’re talking”. Remind the child of the Whitehall Park Way, and that they are not displaying respectful behaviour .
- Emphasise that the child needs to make the right ‘choice’.
- Remind the child of the class rule in question “We have a rule about working hard. I’d like you to keep it. Thank you.”
- Use clearly displayed good choice pictures to show child what you want them to do e.g good sitting.
- Redirect the child to their learning.
- Give the children two choices, if the behaviour continues.
- Warn them that they may have a consequence if they continue to make poor choices.
- State clearly what you expect what you expect child to be doing and offer support to get started if appropriate.
- If behaviour continues, is on-going or out of character, behaviour is recorded on CPOMs.

### Reflection time in the class, the reflective conversation.

There may be times where it is appropriate to move a child to the reflection/calm area within your class to give them an opportunity for some reflection on their behaviour. During this time, when the child is ready, they will be asked to complete a reflection sheet which will also lead the restorative conversation that an adult will have with the child, encouraging them to reflect on their behaviour and choices, to get themselves ‘back to green’ and ready to learn.

If the incorrect behaviour continues after the reflection time, the pupil must be sent to the phase leader and asked to complete another reflection sheet with them. This will then be recorded on CPOMS.

### Additional Behaviour Support

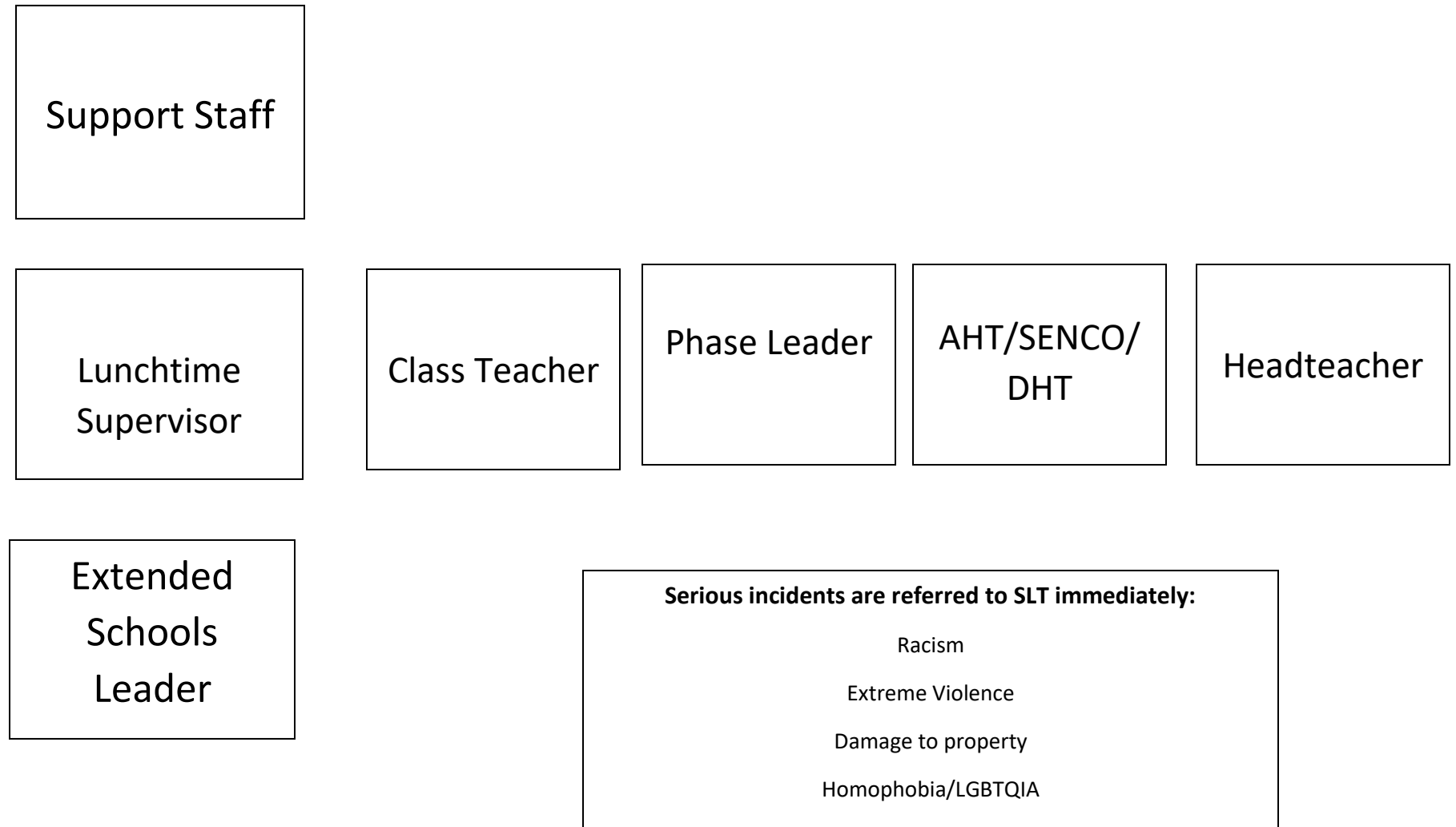
Call for assistance of SLT when:

- The pupil is aggressive, violent and is endangering self or others.
- The pupil leaves the classroom without permission and the TA dealing with this needs help in returning the child to class.
- To call for assistance, send a sensible pair of children to the School Office to ensure a member of the SLT attends your classroom promptly.
- SLT to follow up with adults involved, debrief

In most cases, a quiet word or a look is enough to stop a child behaving inappropriately or the structured step approach, in partnership with parents and carers, will make the difference. If this does not bring about the desired behaviour, the following disciplinary actions may be taken:

- Set up a behaviour record/diary
- Set up a support plan with clear targets to improve behaviour with the SENCO
- Involve local authority behaviour support specialists or other external support partners, for instance, New River College outreach team, to give expert advice
- In extreme circumstances and as a last resort, a child may be suspended from school for a fixed term or permanently excluded.

## Reporting Behaviour Flowchart



## **Scripted Interventions (Managing unacceptable behaviour) To use after some reflection time has been completed and children have 'Reset'**

At some stage, children may demonstrate behaviours that are unacceptable. This is a part of all children's healthy development – they are learning to understand what the boundaries are.

Behaviour can be affected by a number of physical, mental and emotional factors – or a combination of all three. It is very important that there is a consistent approach to managing behaviour incidents and that all staff use the same tools and have a shared language.

There are three main tools for managing unacceptable behaviour.

### **A – Getting back to Green = preventative**

The 'Getting Back to Green' programme seeks to help students to develop their emotional literacy. Emotional Literacy simply means that a child can manage their own emotions by:

- *Recognising when they feel happy/upset/angry/worried*
- *Knowing how their body feels when they are happy/upset/angry/worried*
- *Figuring out what strategies work to help them to regulate*
- *Taking other people's feelings into account in a situation*

### **B – 'Drive by' intervention script = reminder/warning**

This is for steps 1- 3 of the behaviour summary – the caution – delivered privately wherever possible, but always discretely and respectfully.

1. Name the behaviour: e.g. "I've noticed that you keep calling out/ are trying to distract.../ answering back..."
2. Refer back to previous good behaviour = positive dopamine download: "Remember earlier on today, you were working really well on your own."
3. Tell them what will happen next if things continue as they have been – if they choose to continue down that road: "If you choose to carry on calling out, then you will have to have some time out/go to the Reflection room/miss some of your playtime..."
4. "Make a good choice – I know you can. Thank you for listening"
5. Move away and give the child some time to adjust their behaviour.

If they have, return for a drive by and praise their better choice. If not, move onto step 4 and 5 of the behaviour steps

### **C – Example of script for managing a more serious incident**

1. Try to name the feeling/s.  
'I wonder if you are feeling...'  
'It looks like you might be feeling...' They might not be able to do this for themselves.  
'You seem really upset or angry. I can stay with you ....'  
'How are you/ are you ok? Do you need any help?'



Be guided by the child's voice, verbal language and body language

Use what you know about the child. Do they need you to be close to help them calm down? Do they need physical space or the situation will escalate? If you are not sure, try to read the cues including body language.

2. Let them know you are there with them and will stay or find someone else to be with them. If they want space, stay at a distance that shows you are present but not in their physical space. Avoid talking about what happened or their reaction.

'When you are ready to talk I am here..' 'I will stay over here quietly and come back in a few minutes to see if you are ready to talk'

If the child says 'I don't care,' don't argue, let them know that you care about helping them. 'I can stay here with you or I can get someone or x to stay with you?' 'Let's calm down together. Some ideas for how this child calms down / I can stay here while you calm down.'

3. For a child who can accept your help.

'Let's try walking and some slow breaths to help calm down (five finger breathing)'

'Let's go outside/to x room'

'Let's name 3 things we can see, 2 we can hear, 1 we can smell'

'Here is your x that I know you find helpful to calm you down'

If you have already worked with a child and have a list of 5 things that help when they are overwhelmed 'I think you are feeling like ..... Let's choose something from your list to help you calm down.'

4. Once a child is calm, and only when they are calm, revisit what happened with them. Talk to the child once you are calm. This may be later in the day or the next day. If you need to talk to a colleague, before the child, do this so that you have had a chance to deal with how you are feeling.

When you talk to the child; be calm, be curious, be non-judgemental and non-blaming. Be patient. The message we are giving is that it is ok to have feelings, we all have them and we all have to learn how to understand and express them. It is ok to get it wrong, we try again next time.

Remember that a child who has outbursts may feel guilty and ashamed which makes conversations harder and makes it more difficult for them to acknowledge any part in what happened. If they do talk, their perspective and view is likely to be different from yours or another child's. Listen, don't argue.

Some children will respond to talking, others to drawing what happened with cartoon stick people. 'Can you tell me what happened? /Tell me a bit about what just happened.' 'How were you feeling at the time?'

### **Acknowledging emotion**

If it is hard for the child to talk about or identify feelings. It sounds like you may have been upset, angry or worried.....

Depending on the child's level of understanding, you could ask how they think it looked to others? If there was someone else involved and child can manage – 'How do you think this made x feel?' Or, 'I wonder how x felt.' (thinking about what was in the mind of others and their feelings)

'Is there anyone you think we might need to check how they are or say sorry to?' Reminder Whitehall Park School values that were hard to follow if challenging behaviour e.g. respect, etc.

'Because you were upset it was hard to follow the rules/do what you were asked/ be kind and gentle'

'What do you think we should do to make things better now/improve the situation? / What do you think might be a reasonable consequence for breaking x rule?'

'Is there anything we can do differently in the future so this doesn't happen again?'

Come up with ideas together but be willing for your ideas not to be accepted Can try out a skill e.g., five finger breathing, mindfulness, grounding, or counting to 10

Talking to children in the classroom after the class has been disrupted by one child's behaviour Have a conversation with children who are still in the classroom. Acknowledge the behaviour and what it was like for them to see it.

'X was feeling very angry and it was hard for them to express this' 'I know that was hard for you, when you were trying to work and you might be worried about X. A member of the teaching staff will look after them and make sure they are ok and have help to calm down. Well done for dealing with that. We couldn't get on with learning so let's take a moment to calm down ourselves.' We can use a short mindfulness or breathing exercise here. If needed 'I feel a little bit flustered after that, I felt a bit worried. I am going to do a breathing or calming down exercise. Can you help me.'

'If anyone wants to talk to me after the lesson I will be here.'

It helps to model how to deal with challenging incidents and to look after yourself and calm down afterwards.