



Manor Park School Relationship Policy

At Manor Park School positive relationships are central in creating an environment where children feel safe and where they can learn and develop as caring and responsible people. We promote a nurturing approach to supporting behaviour and well-being by adopting Emotion Coaching that focuses on the development of emotional regulation. By understanding their emotions, children will be more capable of regulating themselves therefore managing their strong feelings and will ultimately take ownership of their behaviour.

This Relationship Policy is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community.

Aims

- To create a learning environment which is based on positive relationships, praise and behaviour.
- To ensure that relationships and behaviour are managed consistently throughout the school by all members of staff by maintaining clear boundaries and expectations.
- To use a nurturing approach in order to promote self esteem by taking a playful, accepting, curious and empathic attitude towards relationships and behaviour and by being non-judgemental.

Our behaviour is based on three school values:

At Manor Park Primary School we are Ready, Respectful and Safe in our relationships, behaviour and learning attitudes.



Our values are defined further with what we would like a Manor Park Child to be:

<u>Ready</u>	<u>Respectful</u>	<u>Safe</u>
Courageous	Grateful	Happy
Curious	Kind	Adventurous
Resilient	Empathetic	Responsible
Engaged	Caring	Supportive
Confident	Helpful	Nurturing
Brave	Friendly	Secure
Independent	Community	Protected

Emotion Coaching

At Manor Park we have adopted the approach of Emotion Coaching that focuses on the development of emotional regulation through supportive relationships.

Emotion Coaching uses four steps:

Step 1: Recognising the child's feelings and empathising with them

Step 2: Validating the feelings and labelling the emotion

Step 3: Setting limits on behaviour (if needed)

Step 4: Problem solving with the child

Recognition Of Positive Attitudes and Effort

At Manor Park we focus on positive praise - catching children doing something good.

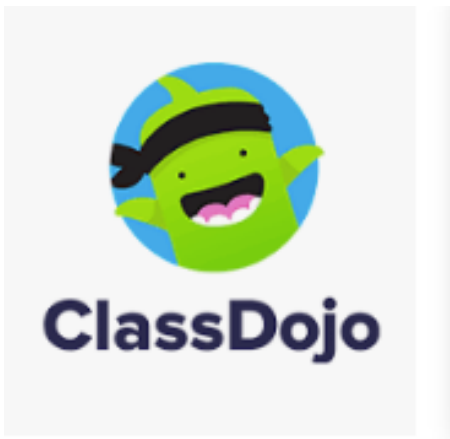
Praise can be linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards and for others and personal achievement.

Types of recognition include:

- Positive verbal comments in class and/or reinforcement at the end of a lesson.
- Consistent use of the ClassDojo – a Dojo point is given to children in the morning, lunchtime and afternoon for following the school's values of 'Ready, Respectful, Safe'.
- Headteacher stickers are given out throughout the week to recognise positive values and attitudes and good effort in learning.
- Headteacher Certificates are occasionally given out to recognise exceptional values, effort and attitudes towards school life.
- Extra Dojo points are given when adults identify positive behaviour including:
 - Furthering their learning through independent work and homework
 - Considering other pupils before themselves
 - Setting a good example to others
 - Celebrating the success of others

Every week a child is chosen from each class to be the 'Class Star'. They are presented with a certificate and their positive behaviour is explained to the rest of the school during the weekly Celebration Assembly.

Focusing on positive behaviour and teacher's giving their time and attention to those pupils who are working hard and trying their best during learning time, ensures that pupils with a positive learning attitude are recognised and encouraged.



Co-Regulation

At Manor Park we recognize that some children struggle to regulate their emotions and therefore find it difficult to participate in the classroom. Co-regulation involves positive reinforcement and a good support system to help a child to learn to self-regulate their emotions and behaviour. This can look different depending on the age of the child and their own abilities to self-regulate. Time in Cypress Room will always be supported and controlled by the adult so the child feels safe and supported within clear boundaries.

Sanctions

The school has agreed standards of behaviour because it believes that good and thoughtful behaviour is essential for effective learning. If pupils do not conform to these agreed standards a system of stepped sanctions can be used consistently across the school.

When managing negative behaviour all staff are:

- Calm
- Patient
- Positive
- Fair
- Consistent

As a staff we agree that we do not:

- Shout or scream at pupils.
- Use negative comments – especially about the person.
- Punish a whole group on a regular basis.
- Fail to follow through with agreed sanctions.
- Use put downs and sarcasm.
- Ridicule or humiliate children.
- Cause intentional embarrassment.
- Make it personal ~ (We care about the person, we may not agree about their choices).

Sanctions We Use

- Non verbal reminder (eye contact from adult, making disapproval clear).
- Verbal reminder.
- Moved within the classroom - followed by discussion with teacher in pupils own time, using restorative questions.
- Moved to another classroom/space outside for quiet time - followed by discussion with teacher in pupils own time, using restorative questions.
- Involvement with a member of the Senior Leadership Team.
- Parents invited in to discuss behaviour.
- When a pupil chooses not to engage with their learning this usually results in work not being completed. Pupils may be required to make up the lost learning time by completing their work at another time.

Repeated Negative Behaviour

Pupils who persistently repeat the same negative behaviours may complete specific work with the Child and Family Support Worker to address these issues. This may be a one off meeting or a series of sessions following a meeting with parents.

The Head of School may also meet with pupils to explore more serious repeated negative behaviours with the aim of reducing/stopping them. These meetings will take place at an appropriate time. Where required, self-regulation plans will be formulated with pupils to help them manage themselves more positively so they are able to reflect the school's three rules.

Extreme Behaviour

Extreme negative behaviour is not acceptable at Manor Park School from pupils, staff or parents.

Informal Suspension

If a child is unwilling to co-operate with staff and their behaviour is unsafe, parents will be asked to take them home for the remainder of the session/day.

Similarly, if a child purposefully hurts another child they may be sent home to reflect on their actions.

Formal Suspension

In very rare cases it may be necessary to formally suspend a pupil, e.g. if there has been a serious physical attack on another person. In this event the school will follow the procedures laid down by the Department of Education, Sport & Culture and the Isle of Man Children's Act 2001.

Physical Restraint

Appropriate occasions for physical restraint might include separating children who are fighting, calming down a young child and preventing a child from injuring themselves or others, or from damaging property. All staff will follow the DESC Policy on Physical Contact, Control or Force on Pupils.

Monitoring

Monitoring is carried out in formal and informal ways by staff:

- Record of suspensions / exclusions.
- Referral to outside agencies- Incident sheets/logs.
- Individual Behaviour Plans, Self-Regulation Plans and Risk Assessments.
- Annual Reports.
- Personal Education Plans.
- Interviews/phone calls/letters to parents.
- Attendance and lates.
- Medical information.
- Direct observation of student behaviour in/out of lessons.

All shareholders are responsible for promoting our school values of Ready,
Respectful & Safe.

Our Relationship Policy has been informed by current school behaviour Research by
Pivotal and consultant Paul Dix.

Approved by:	Full Governing Body
Date:	October 2024
Review Date:	October 2025

Links to other school policies:

- [Anti-Bullying Policy](#)
- [Restraint Policy](#)
- [Suspensions Policy](#)
- [Health & Safety Policy](#)