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# WELLBEING, RELATIONSHIP AND CHOICE POLICY

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Ainslie Wood



MAY 1, 2023

At Ainslie Wood, we believe that good relationships will create a happy, caring, school environment where everyone feels safe, valued and respected.

Optimal learning, joy and harmony may not always be maintained 100% in our school – but life isn't meant to be perfect. Those times when it isn't 100% are opportunities for growth. All adults at Ainslie Wood School are expected to contribute towards positive relationships, which build a sense of trust and safety. When relationships are strong, we are more resilient and more harmonious. Children managing themselves; problem solving, setting goals and achieving both personal and shared success, are ultimate signs of effective teaching and support.

**Our Code of Conduct encourages us to:**

- 1. Be Kind**
- 2. Be Safe**
- 3. Be Responsible**

We support pupils to achieve in a learning environment where choice and self-reflection is promoted and the expectation around how we treat ourselves and others is motivated by kindness and fairness. We believe in the value of relationships and the importance of supporting children and adults to make amends if things go wrong.

**We strive to:**

- Nurture a culture where everyone in the school community feels safe, valued and respected
- Promote excellent behaviour by forging healthy relationships across the school
- Set high expectations and facilitate opportunities to develop qualities, skills and aspiration
- Look after wellbeing through friendship, kindness and a secure school environment
- Ensure that pupils understand that they are responsible for their behaviour choices and are able to acknowledge appropriate responsibility
- Support relationships by facilitating restorative methods to move beyond difficulties
- Make consistent positive reinforcement easy with clear procedures for encouraging and celebrating excellent behaviours
- Provide opportunities using social emotional learning (SEL) for children to communicate their needs around learning and relationships

**We encourage children to:**

- Learn well and to the best of their ability
- Talk with others in a polite, courteous and kind way
- Accept responsibility for their choices
- Understand how their treatment of others affects the quality of relationships
- Look after the environment and everything in it
- Be honest
- Listen effectively to others
- Show empathy when others are struggling
- Value each other: understand and celebrate different cultures, ethnicities and backgrounds
- Talk about how they feel and what they need
- Support peers with friendship, learning and collaboration
- Be aspirational and aim high
- Develop resilience and develop strategies to manage challenges
- Recognise and work towards healthy relationships

Our approach is based on our understanding that healthy relationships help us to feel happier, more confident and enhance feelings of wellbeing. When we feel better, we make more positive choices around learning and behaviour. Developing this level of self-efficacy supports children to feel empowered and more positive about their learning, relationships and behaviour.

**In order for Adults to support pupils to make healthy choices and engage in healthy relationships, we will:**

- Welcome pupils and families at the school gate and into the classroom for a 'soft start' to the school day
- Use the language of 'choice' when talking to pupils about behaviour and relationships
- Be fair and consistent
- Strive for equity in all school processes
- Listen carefully to all sides of a story when there is confusion or disagreement
- Model positive relationships and actively build relationships
- Listen to pupils
- Personalise learning to ensure it engages and meets the needs of all our pupils
- Use positive praise to support and encourage
- Use class dojo to acknowledge achievement and share with parents / carers
- Use the Zones of Regulation (ZOR) to share our feelings
- Use visual resources in class to support the responsibility process
- Prioritise prevention support over sanction

We know that pupils who aim high, set goals, and engage in delayed gratification, are higher attaining, have healthier relationships and feel better about themselves and the world around them. They are more resilient and effective problem solvers.

**In order to support aspiration, stretch and raise self-esteem, we ensure we:**

- Know our pupils and families by fostering open relationships and completing Pupil Profiles at the start of every academic year
- Have high expectations of each pupil
- Provide Pupil Led Learning and the WE ARE Curriculum
- Make time to talk with individuals
- Give positive verbal feedback
- Give positive feedback using dojo's, signature books, tokens, certificates and various rewards
- Use class behaviour ladders to support choice and self-regulation
- Pupils have access to a 'safe space' at school if they need it
- That mistakes are dealt with and then forgiven and forgotten
- Notice and respond to any child in difficulty
- Facilitate specific opportunities to raise confidence and self-esteem (e.g. pupil leadership, peer mentoring, Social, Emotional, Learning – SEL)

We understand that these processes alone may not always be sufficient, and at times, we must delve deeper into why some children choose unhealthy or unkind behaviours. In these instances, **we will follow the responsibility process; clearly, consistently and respectfully.**

**The steps we will follow are:**

<b>Step 1</b>	A verbal reminder of appropriate behaviour choice
<b>Step 2</b>	A second reminder of appropriate behaviour choice
<b>Step 3</b>	Reflection time in a neutral space: child will complete a reflection form and a dojo message will be sent home to inform parents / carers
<b>Step 4</b>	Understand the impact our choice has had on ourselves, on others and on our relationships
<b>Step 5</b>	A restorative discussion to follow up, repair and move forward

**Where there is a serious rule-break or poor choice around verbal and/or physical behaviour, we will:**

- Make the situation safe
- Reflect on what happened which led to the behaviour choice. This will include speaking to relevant people connected and may form part of a formalised investigation
- Understand specific responsibility as a result of personal choice
- Consider the impact our choice has had on ourselves, on others and on our relationships
- Have a restorative discussion to follow up, repair and move forward
- Put a personal support plan in place, as appropriate. Monitor and review

**Relationships where there is bullying**

We value and work towards positive emotional health and well-being for all pupils. We aim to create a climate of respect, empathy and responsibility where unkind and bullying behaviours are not accepted or tolerated.

Bullying is a choice behaviour (physical or emotional) which occurs repeatedly and hurts, intimidates, frightens, harms or excludes another individual or group.

It can take many forms, including racist, homophobic, gender and cyber-bullying.

At Ainslie Wood, we have a shared definition of bullying which is: **'When somebody keeps on hurting someone else (physically, emotionally or verbally) on purpose.'** *(Please see our bullying policy for further information)*

**Suspension**

If a relationship causes harm and / or affects the safety of others we will follow the responsibility process. In rare cases, we may make the decision to suspend a pupil for a fixed period. The Head Teacher will make the final decision about the length of a suspension. When there is a suspension, parents / carers will be notified by telephone and in writing. Parents / carers are required to attend a restorative, reintegration meeting when the child returns to school following a suspension.

**Permanent Exclusion**

The Head Teacher will notify the Chair of Governors and the Local Authority immediately of any permanent exclusions or exclusions over 5 days. Following this, a committee of at least three governors will meet to review the decision and to consider reinstatement.

The governing body will also review other exclusions if parents appeal.

The Head Teacher will report to the Governing Body regularly on the implementation of this policy, including all exclusions, the reasons for them and their duration.

