



# Nurturing Relationships Policy (Prep and Junior)

Positive relationships. Positive Behaviours.

Staff member responsible	Revision date	Approved by	Approval date	Reason for update	Frequency of Review
JHA/SPE		SSG	January 2026	New policy	36 months

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## LINKS TO UNCRC

**Article 12:** *Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.*

**Article 19** *(Protection from all forms of violence): Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.*

**Article 28** *(Right to education) Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.*

**Article 29** *(goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

## LINKS TO OTHER DOLLAR ACADEMY POLICIES

- Anti-Bullying Policy
- Behaviour and Discipline Policy

## INTRODUCTION

Dollar Academy Prep and Junior School are committed to creating an environment where exemplary behaviour is at the heart of productive learning. A relationship-based approach within a whole school nurturing environment supports all young people to build resilience, deal positively with challenges they may encounter and ultimately achieve their potential. We aim to equip all our pupils with the skills and understanding to successfully develop and maintain positive, healthy relationships.

This policy is specific to the Prep and Junior Schools and is linked to the whole school Behaviour and Discipline Policy, which provides the basis for the management of pupil behaviour at Dollar.

We have adopted the following key principles to create a caring and supportive learning environment:

- An ethos that values positive, restorative and respectful relationships and promotes shared values.
- An inclusive and safe learning environment which supports children and develops their skills and resilience enabling them to become responsible for their own behaviour.
- Recognising that all behaviour is communication and that understanding what is being communicated and the underlying needs, are crucial for assessing and meeting children's needs and finding solutions.

## **AIM OF THE POLICY**

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control of their behaviour and be responsible for the consequences of it.
- To build a community which values kindness and cares for others.
- To promote community through improved relationships.
- To ensure excellent behaviour is a minimum expectation for all.

## **PURPOSE OF THE POLICY**

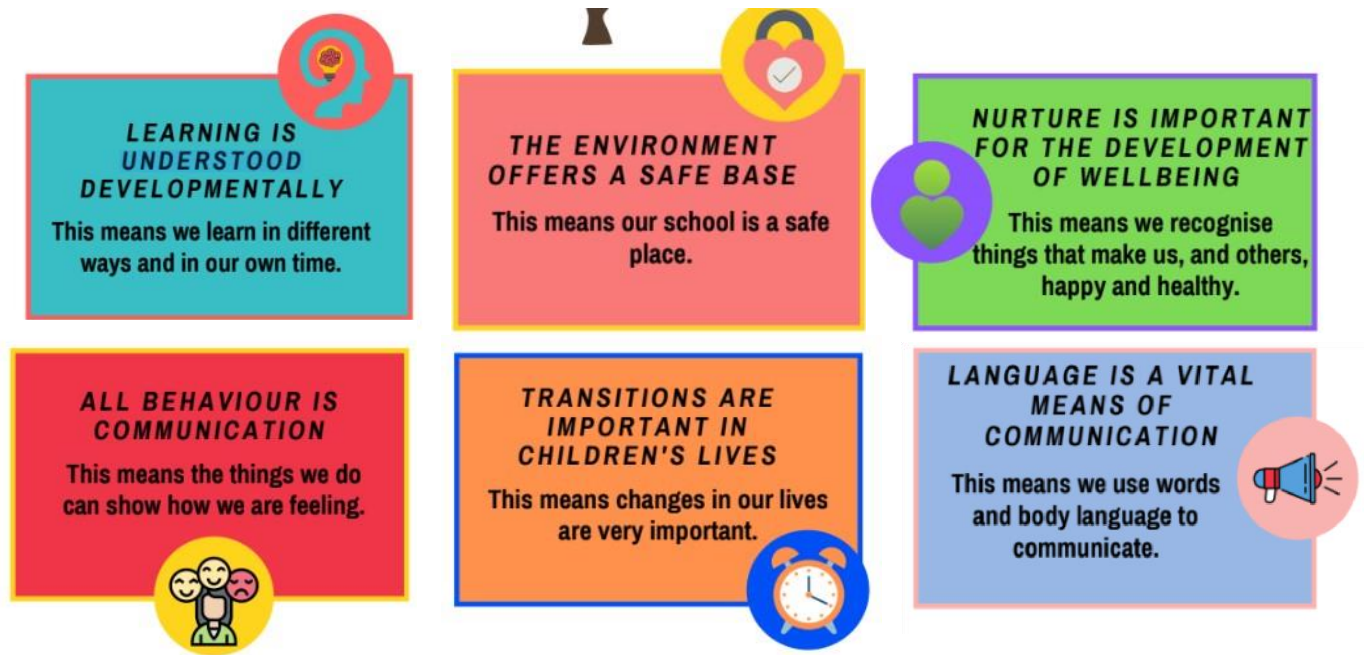
To provide simple, practical procedures for staff and learners that:

- Recognise the non-negotiables
- Positively reinforces the expectations
- Promotes self-esteem and self-discipline
- Teaches appropriate behaviour through positive interventions.

## **NURTURE PRINCIPLES**

Dollar Academy supports nurturing approaches that have been identified as the foundation for promoting positive relationships and positive behaviour within education establishments for children and young people, their parents and staff.

- Children's learning is understood developmentally.
- The classroom and school offers a safe base.
- Nurture is important for the development of self-esteem.
- Language is understood as a vital means of communication.
- Transitions are significant in the lives of children.
- All behaviour is communication.



When supporting children's behaviour within the context of nurturing relationships nurture principle 5 - all behaviour is communication - is of key importance. This means that all staff reflect on the reasons for underlying behaviours to support them to consider how best to support the child and meet their emotional needs.

Classroom charters are created at the start of each school year in collaboration with pupils. These alongside our school rules outline clear boundaries which are important for all young people to provide emotional security. Where consequences are used they should be proportionate with a focus on repairing relationships.

## **PRINCIPLES OF PRACTICE**

Our Nurturing Relationships Policy is based on the 5 principles of practice:

1. **Consistent, Calm Adult Behaviour**
2. **First attention to best conduct**
3. **Embedded Routines**
4. **Nurture Led Conversations**
5. **Restorative Follow up**

Dollar Academy Prep and Junior School is committed to creating environments 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. We adhere to the three rules.

## **OUR 3 RULES**

Our 3 rules must be displayed in each learning space and referred to in conversations around conduct. These will form the basis of all our conversations in relation to behaviour expectations. The purpose of these conversations is to find solutions and develop skills that will prevent problems in the future.

**Be Respectful**

**Be Kind**

**Be Safe**

## EXPECTATIONS OF ALL ADULTS

Consistent adult behaviour, embedded routines and first attention to best conduct will lead to learners consistently our expectations.

### **All staff, every day, no exceptions...**

- Meet and greet at the classroom door to ensure **all** learners feel welcomed and valued at the beginning and the end of the day.
- Refer and redirect to: Be Respectful, Be Kind, Be Safe.
- Model positive behaviours and build relationships.
- Be a visible presence around the school to encourage appropriate behaviour.
- Deliberately and persistently catch pupils doing the right thing and praise them in front of others.
- Be relentlessly positive and have high expectations for everyone.
- Be calm, consistent and considered.
- Demonstrate unconditional care and compassion.
- Never ignore or walk past learners who are not behaving as expected.

### **Members of staff who manage behaviour well....**

- Deliberately and persistently recognise learners doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all learners.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by learners.
- Demonstrate unconditional care and compassion.

### **We expect the Prep and Junior Leadership Team to:**

- Be a visible presence around the school
- Regularly celebrate staff and students whose efforts go above and beyond expectations.
- Encourage use of positive praise phone calls, notes and stickers.
- Support staff during restorative conversations.
- Support teachers in managing students with more complex or challenging behaviours.

### **Rewarding positive behaviour and achievement**



- Regular verbal praise
- House points
- Head and Assistant Head – stickers and praise
- Celebrating Achievement Assemblies and displays
- Merits

### **Embedded Routines**

Our embedded routines provide us with clear expectations for behaviour around the school and in the classroom:

- Smart – Our Best Self
- Polite and inclusive to all.
- Think of others

## OUR NURTURING RELATIONSHIPS STRATEGY – PATHWAY TO POSITIVITY

First attention is for best behaviour	<ul style="list-style-type: none"> <li>• Acknowledge good behaviour</li> <li>• Use positive praise</li> <li>• Use positive reinforcement to re-engage</li> <li>• Re-explain task and guidance is required</li> <li>• Use nonverbal reminders</li> <li>• Listen to the pupil</li> </ul>
<div style="display: flex; justify-content: space-between; align-items: center;">  <div> <b>Path to Positivity</b> </div>  </div>	
Reminder 1	<ul style="list-style-type: none"> <li>• Gentle approach.</li> <li>• Remind the pupils of the school rules and class charter. Be Respectful, Be Kind, Be Safe</li> <li>• Draw back from the confrontation <i>I can see that you are upset right not, I will come back when you have calmed down etc.</i></li> <li>• Speak to the pupil privately and at eye level.</li> <li>• Remind them of the expectations</li> <li>• “You now have the chance to make a better choice etc.”</li> </ul>
Reminder 2	<ul style="list-style-type: none"> <li>• Give the pupil time and space to reflect and rectify behaviour.</li> <li>• Draw back if required.</li> <li>• Always follow up - after cool down time.</li> <li>• Speak to the pupil privately and at eye level.</li> <li>• Make them aware of the behaviour and what is expected of them.</li> </ul>
Final reminder	<ul style="list-style-type: none"> <li>• Give clear verbal warnings</li> <li>• Give pupil time and space to reflect and rectify behaviours.</li> <li>• Speak to pupil privately and at eye level. Use suggested micro scripts consistently.</li> </ul>
When Path to Positivity is successful:	<ul style="list-style-type: none"> <li>• Give appropriate restorative consequences.</li> <li>• Give the pupil time to calm down.</li> <li>• Record restorative conversations on CPOMs.</li> <li>• Actively listen to the pupil to ensure they feel heard.</li> <li>• Speak at eye level using clear and calm vocabulary.</li> </ul>
If Path to Positivity is unsuccessful.	<p><b>Examples of when to escalate:</b></p> <ul style="list-style-type: none"> <li>• Pupil hurting children or staff</li> <li>• Throwing furniture</li> <li>• Running out of the building</li> <li>• If pupil has gone through aspects of Path to Positivity without resolution.</li> <li>• Red cards are available in each classroom in the event of an emergency. Then follow the behaviour consequences below:</li> </ul>



<p style="text-align: center;"><b>Behaviour Consequences</b></p> <p style="text-align: center;">- <i>The steps set out below will not always be followed sequentially.</i></p> <p style="text-align: center;">- <i>An assessment of the behaviour displayed will determine which steps are taken.</i></p> <p style="text-align: center;">- <i>Extreme behaviour will be escalated immediately.</i></p>	
<p><b>Step 1</b> <b>Solution focused meeting with Assistant Head of Prep/AH Junior</b></p>	<ul style="list-style-type: none"> <li>• After an incident CT may refer a pupil for a solution focused meeting with AH of Prep/AH or Junior regards to behaviour.</li> <li>• Restorative conversations utilised.</li> <li>• Update CPOMs</li> </ul>
<p><b>Step 2</b> <b>Solution focused phone Call to parents</b></p>	<ul style="list-style-type: none"> <li>• If incidents are recurring, CT will contact AH of Prep/AH or Junior to inform of the incidents and discuss with parents.</li> <li>• Focus on solutions.</li> <li>• Update CPOMs</li> </ul>
<p><b>Step 3</b> <b>Solution focused meeting with Head of Prep and Junior</b></p>	<ul style="list-style-type: none"> <li>• If incidents are becoming regular, a meeting with learner, CT/ Head of P &amp; J and parents will be arranged to discuss detention.</li> <li>• Detention agreed.</li> <li>• Agreed targets will be closely monitored.</li> </ul>
<p><b>Step 4</b> <b>Solution focused meeting with Deputy Rector</b></p>	<ul style="list-style-type: none"> <li>• If incidents are embedded/serious nature a meeting with learner, Deputy Rector and parents will be arranged to discuss suspension.</li> <li>• Suspension agreed.</li> <li>• Agreed targets will be closely monitored.</li> </ul>

De-escalation of inappropriate pupil behaviour by staff avoids low level behaviours escalating and becoming more serious. When learners are behaving in a way that is not appropriate staff should use a range of strategies to support the learner to get back on track without giving attention to the negative behaviour. Pathway 2 and any meetings/discussions with parents should be logged in the learner's profile on CPOMs.

## RESTORATIVE CONVERSATIONS

Every adult in our school is important and has the ability to deal with behavioural incidents.

**Support Staff:** If an incident takes place in the dining hall/playground, this will normally be responded to by the support staff who will all use the same strategies as the teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. The CT will be informed but it should not then be revisited by the CT unless further action is required.

**Teachers:** Teachers will deal with almost all behaviours which take place during lessons.



Images from ELSA support

### In response to challenging behaviour...

What happened?

How did you feel at the time?

What have your thoughts been since?

Who has been affected?

How do you think they felt?

What needs to happen now to make it better/make it right? How can we do things differently in the future?

### To help those harmed by others' actions...

How did you feel when you realised what had happened?

What have you felt since?

How has this affected you and others?

What has been the hardest thing for you?

What do you need to do to make things right?

**"At Dollar Academy Prep and Junior School nurturing relationships are fundamental to enable effective learning and teaching to take place."**