

St Michael's Church of England Primary School



Positive Relationships Policy

OUR VISION STATEMENT

Whoever you are, wherever you're from, whatever you believe, we welcome you into our loving, learning community.

This is a place that nurtures everyone with the wisdom and resilience to face all that life brings. Each and every person has the opportunity to flourish here and achieve their God-given potential.

'Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you' (Ephesians 4:32)

Policy Statement:

St Michael's Church of England Primary School is 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 positive relationships policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a strong emphasis on wisdom to make the right choices, promoting peace rather than conflict and showing love and kindness to one another.

Aims and objectives:

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly and shown respect.
- To promote good relationships and trust.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values love, kindness, joy, self-control, peace, faithfulness, trust and wisdom.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the Policy

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

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Promote self-esteem and self-control
- Teach appropriate behaviour through positive interventions

1. Our School Rules

- **Ready** – being ready to learn
- **Respectful** – being respectful to all
- **Safe** – being and keeping yourself and others safe

Positive Relationships Policy

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Next Review: March 2024

Our school rules form the basis of whole school and classroom rules and are a vital part of setting clear expectations throughout the school. All staff should discuss and refer to these rules as part of behaviour management strategies.

In addition to the school rules, children are encouraged to show that they are unhappy with another child's behaviour by saying, 'Stop it, I like kindness.'

2. Children's Responsibilities are:

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To understand British Values and what they mean to us
- To obey the instructions of all the school staff.
- To take care of property and the environment in and out of school.
- To cooperate with other children and adults.
- To learn self-discipline.
- To tell an adult if another child's behaviour is causing them concern.

3. Staff Responsibilities are:

- To welcome each child at the beginning of the day.
- Refer to: 'Ready, Respectful and Safe'
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners.
- To raise their hand when they want silence.
- Engage in reflective dialogue with learners.
- Will deal with behaviour without delegating.
- Never ignore or walk past learners who are behaving badly.
- Celebrate learners who follow our school rules and embody our school values.
- Encourage use of Class Dojo to celebrate positive behaviour
- Be calm and allow the children to change their behaviour when going through the steps.
- Provide time out to children who refuse to moderate their behaviour
- Participate in restorative conferences

4. Parents' Responsibilities are:

- To promote our school rules: 'Ready, Respectful and Safe'
- Ensure that children are at school on time, with the correct equipment and wearing the correct uniform
- Model positive behaviours and build positive relationships with both the adults and children at school

5. Exclusions

In cases of extreme or persistent, serious, poor behaviour the school may exclude a pupil (see Exclusion Policy). Alternatives to exclusion, where appropriate, include community service and payback.

APPENDICES

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St Michael's Church of England Primary School, Tenterden

Practical steps in managing and modifying poor behaviour

Pupils are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

Steps	Actions
1. Redirection	Gentle encouragement, a 'nudge in the right direction', a small act of kindness
2. Reminder	A reminder of the expectations, Ready, Respectful, Safe delivered privately wherever possible. The adults make the child aware of their behaviour. The child has a choice to do the right thing. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3. Caution	A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. The child has a choice to do the right thing. Children will be reminded of their previous good conduct to prove that they are able to make good choices.
4. Time-out	Give the child a chance to reflect away from others. Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so.
5. Internal referral	At this point the learner will be referred to another room or area in the school for the remainder of the lesson. All internal referrals will be recorded.
6. Reparation	A restorative meeting should take place before the next lesson. If the reconciliation is unsuccessful the teacher should call on support from the Senior Leadership Team (SLT), who will support the reparation process.
7. Formal meeting	A meeting with the adult, child and member of the SLT which is recorded and includes agreed targets that will be monitored over the course of two weeks.

Useful Phrases

'I've noticed that you've had a problem starting this morning...'

'Do you remember last Thursday? You had a brilliant week last week. You were kind, your group work was great, that's the behaviour I want to see from you. Thank you for listening.'

'You know our rule (**Ready, Respectful or Safe**). I need you to be involved.'

'I'm going to need to see you for five minutes...' (be explicit when this will be – at lunch time)

Monitoring

Children may have their behaviour monitored by adults to show progress towards agreed targets. At St Michael's Church of England Primary School we make sure that this is done discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

30 second intervention

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes
- Tell the child what the consequence of their action is.
- Refer to previous good behaviour/learning as a model of the desired behaviour
- Walk away from the child; allow him/her time to decide what to do next.
- If there are comments as you walk away, write them down and follow up later

We resist endless discussions around behaviour and instead spend our energy returning children to their learning.

The 'time-out'

- The child is asked to speak to the teacher away from others
- Boundaries are reset
- The child is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning
- The child is given a final opportunity to reengage with the learning/follow instructions
- If they need to calm down and/or diffuse a situation the child can stand outside the classroom (three minutes should be enough)
- If the above step is unsuccessful or the child refuses to take a time out, then the child will be asked to leave the room – a designated member of staff will escort the learner to a workspace
- Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Restore

Reparation meetings at St Michael's Church of England Primary School are a core part of repairing damage to trust between children and adults. Our Reparation Meetings are structured in six steps:

- ❖ What's happened?
- ❖ What was each party thinking?
- ❖ Who feels harmed and why?
- ❖ What have each party thought since?
- ❖ What behaviours will each of us show next time?
- ❖ Reaffirm your commitment to building a trusting relationship.

Staff will take responsibility for leading Reparation Meetings, supported by the Senior Leadership Team (SLT) where required.

Statement of intent to prevent all forms of bullying.

KCC's Commitment

Kent County Council champions the right of every child in Kent to learn in a safe, secure and supported environment where they feel free from the fear of intimidation, harassment, victimisation or ridicule from other individuals or from groups of individuals. KCC is firmly committed to supporting schools in the development of policies and strategies for preventing and responding to bullying. The principles of tolerance and understanding and respect for others are central to what we believe.

KCC acknowledges that bullying, whether physical or non-physical, may lead to lasting psychological damage for the individual.

DfES Guidance

The DfES has published an information pack entitled "Don't Suffer in Silence" which, as well as providing guidance, makes clear its expectations in relation to schools' response to the problem of bullying. This message is repeated in the joint DfEE/DoH publication "Working Together to Safeguard Children" which states "All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies". Furthermore the principle of children having a right to an education free from harassment and degradation is embodied in the Human Rights Act 1998.

St Michael's CEP School Key Priorities

Strategies that will enable staff to make an immediate and lasting impact on reducing bullying behaviour.

The key priorities are:

- That children and young people are protected from harm
- That they achieve their full potential in education
- That they have a happy and stimulating childhood
- That they grow up physically and mentally healthy
- That they feel good about themselves and respect others
- That they develop the essential personal and social skills to help them throughout life - That they become active citizens and participate in society.

Prevention is put into practise by following the four stages set out in Don't Suffer in Silence:

1. Awareness raising and consultation
2. Implementation
3. Monitoring
4. Evaluation

Statement of Expectations

We follow the KCC expectations and strategies that demonstrate or reflect our commitment to:

- Reducing bullying and bullying behaviour within the school environment
- Involving and including the whole school community; staff, pupils, parents and carers, in preventing and responding to bullying
- Closely linking approaches to anti-bullying work within the school ethos and philosophy - Linking anti bullying work with existing Behaviour, Equal Opportunities, Race Equality, and PSHE policy statements
- Promoting an understanding of bullying and the implications of bullying amongst all members of the school community
- Recording, monitoring and reporting incidence of bullying and monitoring, evaluating and regularly reviewing the effectiveness of prevention and responses to bullying