

# St Joseph's Catholic Primary School



## Positive Relationships Policy

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# Ready – Respectful – Safe

## Policy Statement

St. Joseph's 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 behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

### The Foundation Values for St. Joseph's Catholic Primary School

We value the right to experience: compassion, gentleness, peace, mercy, tolerance, and justice.

### The Aims for our School:

**Safe:** To have a safe and supportive environment which encourages the building of positive relationships, self-esteem, understanding and concern for all.

**Healthy:** To be as healthy (physically, mentally and socially) as possible and support others to make healthy choices too.

**Achieving:** To be creative, risk-taking, determined and reflective in all that we do and develop a growth mind set in order to achieve our potential through a wide range of experiences both in and out of school.

**Nurtured:** For everyone to feel listened to, cared for, supported, protected and valued without judgement

**Active:** To be actively engaged and motivated in all that we do.

**Respected:** To have positive relationships and everyone's opinions and unique qualities to be respected and valued.

**Responsible:** For everyone to be proud of and to take appropriate responsibility within our community and be accountable both independently and as a team.

**Included:** To overcome inequalities and for everyone to have a voice in finding solutions to foster the development of positive relationships.

### Articles from the UN Convention on the Rights of the Child that apply to this policy

**Article 2** (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

**Article 28** (right to education) every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

**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.

**Article 31** (leisure, play and culture) every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

### St Joseph's Catholic Primary School's Positive Relationship Policy

St Joseph's Catholic 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 relationship policy guides staff to teach self-discipline and self-control. It echoes our core values of happy, respecting and achieving with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and interventions that support staff and learners.

### Aim

- 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 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 compassion, gentleness, peace, mercy, tolerance and justice.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for **all**.

### Rationale

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

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

### Whole School 3 Values and Rules

Ready  
Respectful  
Safe

### Whole School 3 visible consistencies

1. All staff and pupils will greet each other as they walk past or enter a classroom or office saying hello/ good morning or good afternoon.
2. All pupils and staff to take part in organised wellbeing activities and positive relationship building activities as a class/ year group or with another class.
3. All staff will consistently model positive behaviours in the school with everyone. These explicit behaviours will be brought to the attention of the pupils regularly.

### St Joseph's Catholic Primary School Rewards

We expect positive behaviour from the whole school community. All pupils who show good manners, are polite, follow the school's shared values and rules of happy and safe, respecting and ready to achieve and work to their best ability will be recognised and rewarded. There are three main ways at St Joseph's Catholic Primary School that we recognise over and above positive behaviours from reception to year 6.

#### Recognition Board

Every classroom has a recognition board, a board that targets expected learning attitudes. The theme of what is being recognised changes daily/ weekly and is appropriate to the class/ age/ stage. This is used to capture the names of pupils in the classroom who have displayed the expected learning attitude such as using one voice at a time or staying on task. Names cannot be removed from the board. It is not a competition so peers can nominate others in the class to be recognised so the whole class can work together to get their names up. The reward is a collective whoop, three cheers or a round of applause. The recognition boards are used persistently and relentlessly to catch learners demonstrating the right attitudes and behaviours.

#### Recognition Award Certificate and Dojo's

Every class teacher will write a St Joseph's Recognition Award certificate for at least one pupil weekly, this pupil will have achieved something by displaying a learner attitude or characteristic or gone above and beyond the school's values and rules of ready, respectful and safe. All teacher awards are read aloud at the celebration assembly. A whole assembly round of applause is given to all St Joseph's Recognition Award certificate winners.

### Recognition Raffle

Every pupil from Reception to Year 6 will have their behaviour achievements rewarded. Should any child receive three St Joseph's Recognition Award certificates, they will receive a raffle ticket.

At the end of every half term, a raffle ticket will be drawn. That child will win an Amazon voucher. At the end of the educational year, from all the raffle tickets given out across the year, one will be drawn to win a **BIG SUPER PRIZE!!!!**

Other rewards used by all staff may include...

- Stickers and stamps
- Verbal praise
- Note of praise sent home from school praise pads
- Positive comments in jotters/ on classwork/ home-school reading book
- Good news phone call/ email home/ Dojo comment from teacher

### Restorative Approaches

Building and nurturing relationships is at the heart of a successful and happy school. In this type of environment everyone is more likely to want to work, more likely to achieve and less likely to be hurt or to feel excluded. Repairing the harm done to relationships in the event of conflict and inappropriate behaviour is a high priority in any school.

We use restorative approaches to draw a crucial distinction between the person and her/his behaviour. Restorative Approaches is based on 'Fair Process' - engagement, explanation, expectation and clarity. People directly involved in the situation are the ones best placed to resolve a conflict. Pupils are therefore encouraged and supported by all School Staff to take responsibility for their actions and have to work out how to put things right.

### Restorative Conversations with Pupils - we try to:

- Actively listen and encourage the person to talk by asking open questions, supporting, summarising.
- Be empathetic (listen for thoughts, feelings, experiences, behaviours).
- Use a 'solution' rather than a 'blame' approach.
- Have discussions in a suitable location, involving those who were involved.
- Be firm but fair.
- Be aware of our body language, tone and facial expressions.

### Restorative Conversations questions

- What happened?
- What were you thinking?
- What were you feeling?
- Who else has been affected by this?
- What do you need now so that the harm can be repaired?

The key to a truly restorative school community is a systematic, pro-active use of restorative thinking right across the whole staff, pupils and school partners, to find solutions to conflicts rather than focus on who started it and why.

### St Joseph's Catholic Primary School Consequences

It is important to understand that some pupils have additional support needs where their behaviour is affected by particular difficulties or from personal challenges they are facing. We expect all pupils to try their best and meet our school expectations for behaviour but strategies for managing behaviour will be tailored to individuals based on our knowledge of them.

For incidents of bullying please refer to our School's Anti-bullying policy.

All learners are held responsible for their behaviour. Every member of St Joseph's Catholic Primary School staff will deal with behaviour and use the stepped actions below for dealing with poor conduct. Pupils are in school to learn so learning time should not be lost through poor behaviour. In discussion and agreement with Parents work not completed in school due to inappropriate behaviour may be sent home or done during playtime.

The chart below is linear in design however we are very aware that not all behaviours fit such a chart. We encourage staff and pupil 'take up' time between each stepped action. For low level disruption it is not possible to leap or accelerate steps.

#### Steps

- Redirection
- Reminder
- Warning
- Time out
- Restorative Approach Conversation
- Phone call home
- Formal meeting held

Steps	Actions	
Redirection	Gentle encouragement	
Reminder	<div><div>1. Ready</div><div>2. Respectful</div><div>3. Safe</div></div> <div>Reminder delivered privately wherever possible, deescalate the situation</div>	
Warning	A clear verbal warning delivered privately wherever possible. Make the pupil aware of their behaviour and clearly outlining the consequences if they continue – stepped actions below. *Time out offered to give pupil chance to reflect away from others. It may also diffuse any anger or other big emotions.	
*Time out examples may include – moving a pupil from one seat/ table where incident happened to another one, moving pupil away from classmates to a quieter area of classroom, leaving the outside areas, the pupil is asked to speak to the member of staff away from others, restriction of the current activity.		
Restorative Approach Conversation (RECORD)	Give the pupil a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage for a Restorative Approach Conversation - RAC (If incident happens outside of the classroom, the CT should be made aware) RAC is not a punishment and will not be treated this way – it is a positive choice to improve the situation. If the child does not engage in a RAC following a period of time, follow chart for next stepped action. This should be recorded on CPOMS.	
Phone Call home (RECORD)	When an incident has been serious and/or violent the Parents of children involved should be phoned. This phone call should be recorded. If no answer when phoning, a dojo should be sent. Parents should be told that this will be recorded centrally and number of calls recorded and monitored by SLT/Pastoral team.	CT to call if incident with CT or in class with PSA. SLT to call if incident out of class with a PSA. Call home noted on tracking sheets. SLT to make call if they have dealt with the incident
Formal Meeting (RECORD)	Formal meeting with Pupil, Parents, CT, SLT/Pastoral team. Agreed targets set that will be monitored and reviewed over an agreed period of time. A positive relationships plan will be drawn up with parents and child.	

A serious breach is an incident that may lead to a fixed term seclusion from class or a fixed term exclusion from the school. There are policies and procedures to support these decisions.

- In addition to the stepped actions chart above the following may be used in school
- Home and School communication books to promote positive behaviour and show progress towards targets, this will always be done discretely
- Promoting Positive Relationships Plan.
- Mediation with peers (may require more than one session)
- Support with targeted interventions
- Alternative playtime/ lunch plan
- Working with education professionals
- Multi Agency support sought if necessary
- Internal exclusion if unable to repair relationships and still possible risk to self and others.
- Whole school assemblies to educate all on our values and rules
- SLT to speak with classes/ year groups when situation is specific to them

Pupils that exhibit poor behaviour will not be reprimanded in public, this will be done privately and respectfully. If a class has been affected or interrupted by the inappropriate behaviour of another pupil in the school then the class teacher will always explain to the class that there will be consequences for the child's behaviour. As a school we will not share all the specific detail in the consequences agreed between staff – pupil – parent but the class will always be reminded that there is always a consequence for inappropriate behaviour at school. This is a good opportunity for the class to ask questions and alleviate any concerns they may have about a situation.

### Parental Concerns

Sometimes children are adept at hiding behaviour from school staff. Where parents feel that behaviours have not been noticed in school they should address these in the first instance to the Class Teacher who is in an excellent position to investigate and work to resolve any issue and record on CPOMS.

Repeated concerns that have been raised with the Class Teacher should be brought to the attention of the Pastoral Team or the Head Teacher.

With these procedures in place we hope that all our children will enjoy school as a happy and safe place to learn.

