



POSITIVE RELATIONSHIPS POLICY

Our Lady of Pity RC Primary School
A Voluntary Academy

Aims of the Policy

Our Lady of Pity RC Primary School is committed to creating a calm environment where positive behaviour is at the heart of effective 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 policy echoes our core mission of 'Do everything with love' and our core values of compassion, respect, integrity, inclusivity, courage and gratitude.

Our policy aims to:

- To promote strong, positive relationships
- To build a culture of exceptionally good behaviour
- To provide a clear guide for children, staff and parents of expected levels of behaviour
- To ensure that all children are treated fairly and shown respect
- To help children take control of their behaviour and be responsible for the consequences of it, developing autonomy
- To ensure that everyone feels safe

Purpose of the Policy

To provide simple, practical procedures that help staff and children in the following ways:

- Encourage children to recognise that they can and should make appropriate choices
- Develop strong, positive relationships between children and staff
- Promote self esteem and self regulation

- Teach appropriate behaviour through positive interventions

Roles and Responsibilities

All staff must:

- Take time to welcome children at the start of the day
- Never walk past or ignore children who are failing to meet expectations, unless an adult is already involved
- Deliberately and persistently identify children doing the right thing and praise them
- Know the children well and develop positive relationships with all
- Relentlessly work to build mutual respect
- Remain calm
- Demonstrate unconditional care and compassion
- Follow up on all behaviour incidents and engage in reflective, restorative conversations with children
- Be responsible for the safeguarding of all our children
- Always redirect children by referring to our mission and values

The Head of School and Senior Leaders must:

- Be a visible presence around school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing children with more complex or attention needing behaviours, offering support for wellbeing if needed

The Governors will:

- Support the staff and school community in following this policy
- Demonstrate the school values in their visits and communication to school

Children are responsible for:

- Their own behaviour both inside and out in the community
- Following our school mission and values
- Reporting any unacceptable behaviour to a member of staff

Parents/Carers are responsible for:

- The safe and respectful behaviour of their children inside and outside of school
- Supporting the school in following this policy and showing this in their own actions
- Ensuring their children are ready for school and learning
- Demonstrate the school values in their own interactions with school, including via email and social media

Our children want adults to:

- Help them learn and give them useful strategies when needed
- Get to know them and their likes and interests
- Listen to everyone involved
- Be fair

- Be kind

Recognising and Promoting Positive Behaviour

We recognise that children should be rewarded for their good behaviour and it is important that their successes and triumphs are shared and celebrated. This encourages positive self-esteem and positive relationships across school. We recognise and reward learners who live out our daily mission and values. We want the children to be proud of their achievements and contributions to school life. We want the children to learn that their behaviour has an impact beyond themselves and can have a positive impact on our community and beyond.

Rewards can differ from class to class. Children will be praised verbally and non-verbally, visit another member of staff to share their success, have their work displayed for all to see, their parents will be informed of their successes, etc.

We recognise that one policy does not fit all children. On occasion, some children will need additional physical rewards, eg a chart, stickers, etc.

Behaviour Pathway

Where there are instances of unwanted behaviour, all staff will follow the behaviour pathway. If the behaviour is deemed high level it will be referred to a senior leader immediately.

Prompts	Gentle non-verbal reminders such as a look or nod.
Choice/ Reminders*	Children are provided with clear choices that remain consistent throughout the day and a reminder of the expectations is given, privately if possible. The adult remains calm and consistent throughout and leaves the child to consider their choices.
Last Chance	A clear verbal caution that makes the child aware of their behaviour and makes the consequence clear if they continue.
Consequence	A consequence is given but a restorative conversation takes place at the same time.
Time Out	The child is moved to a new environment, somewhere that allows them to be calm. The adult in this new setting will not discuss the previous behaviours. This will be for a short period with the aim of returning to class as soon as they are ready to. The incident will be recorded on CPOMS if repeated several times in one week.
SLT Referral	In the unlikely event that a child refuses to engage with a time out or their behaviour is deemed high level, they will be referred to a senior leader and will be removed from the setting. A consequence will be

	delivered and a restorative conversation will take place. Parents are informed and the incident is logged on CPOMS.
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*Additional reminders may be given depending on the age of the child

Levels of Behaviour

Low - small but persistent distractions such as distracting others from learning, talking when the teacher is, being off task, not following instructions, etc.

Medium - a continuation of low level behaviours despite multiple reminders.

High - serious, disruptive behaviour that hinders or halts teaching or learning or risks the safety of children and adults.

Consequences

Consequences should make it clear that unacceptable behaviour affects others and goes against our school mission and values. They should be consistently applied and clearly explained. When giving a consequence, this should take place as the soonest available opportunity following the poor behaviour. The consequence should involve a restorative conversation and stay between the adult and child. One child's behaviour is not everyone's business.

Possible consequences could be:

- Missing all or part of playtime/lunchtime
- Catching up on missed work
- Time out
- Supervised during playtime/lunchtime
- Increased contact with parents
- Removal from class
- Visit a senior leader
- Internal exclusion
- Exclusion

Restorative and Relational Approach

This practice describes a way of being, an underpinning ethos, which enables us to build and maintain healthy relationships, resolve difficulties and repair harm when relationships break down.

Our restorative conversations with children involve three steps that aim to develop and restore relationships between children and adults following a behaviour incident. They promote and encourage a whole school climate of respect where children are encouraged and supported to be honest and willing to accept responsibility.

A conversation will follow the following format:

1. What happened?

Children are asked to give their version of events.

2. Who has been affected by this?

Children are asked to reflect on who was involved and may be affected.

3. What needs to happen now?

Children are involved in choosing when and how to restore relationships.

Positive Behaviour Plans

As a school, we recognise that children's behaviour is their way of communicating their emotions. Some children exhibit particular behaviours based on early childhood experiences and family circumstances.

In these instances, a positive behaviour plan will be devised to reinforce positive behaviours. This plan will involve input from school, the child and the parents. We will also seek advice from relevant external agencies such as Educational Psychologists, Counselling/Therapy services, MHST, Gilbrook Outreach, etc. The school will also consider whether a multi-agency assessment of the child's behaviour would be beneficial.

Where a child is already on the SEND register for specific behaviour needs then the procedure for dealing with that child may differ to our usual procedures.

Use of Reasonable Restraint

In the very last instance, specially trained members of staff are able to use Team Teach techniques to prevent children from injuring themselves or others, or causing damage to property. Any incidents of safe holding will be reported and recorded appropriately on CPOMS. Staff will never be asked to compromise their own safety when dealing with unacceptable behaviour.

Exclusions

A final decision to exclude a child will be taken by the Head of School or Executive Headteacher if allowing the child to remain in school would seriously harm the education, safety or welfare of the pupil or others in the school.

The Department for Education's statutory guidance is referred to in any decision to exclude a child from school. The Governing Body is also informed.

Behaviour off the school premises

Children at the school must agree to represent the school in a positive manner. Expectations for excellent behaviour apply both inside and out in the wider community, particularly if the child is dressed in school uniform. Complaints from members of the public about poor behaviour by children at the school are taken seriously, especially as this may indicate a safeguarding concern.

Staff may discuss with the children behaviour off the school premises when the child is:

- Wearing school uniform
- Travelling to or from school, including travelling on the school buses
- Taking part in any school related activity
- In any way identifiable as being a child at the school

Behaviour off the school premises also includes their online presence. Whilst this is a parental responsibility and school should focus on teaching and learning, school may have to address this if issues arise in school as a result of anything that may have been said or done online. If there is a safeguarding risk, that policy will be followed.

Safeguarding

Safeguarding is everyone's responsibility and all adults must act upon any concerns they may have about a child's behaviour or welfare.

Adults must report any behaviour displayed by a child which gives reason to suspect the child is suffering from neglect, trauma or is at risk of significant harm. In these instances, the procedures outlined in the school's Child Protection and Safeguarding Policy will be followed.

Approved by Governors: June 2024