

St Marie's Catholic Primary School

Policy for Positive Relationships



Walking, hand in hand with Jesus

<i>Chair of Governors:</i>	<i>Tony McGuinness</i>	
<i>Signature:</i>		<i>Date: December 22</i>
<i>Review Date:</i>	<i>December 23</i>	

Mission Statement

Walking hand in hand with Jesus

Aims:

- To nurture our Gospel Values on our journey of faith.
- To sow the seeds of lifelong learning.
- Celebrate uniqueness and diversity by working with the global community.

OBJECTIVES

St. Marie's aims to provide a safe, secure, happy environment for all who learn, work, play and visit. Our principles help us to achieve our aims. Positive behaviour begins with self-respect and then grows throughout school life. We acknowledge the school's legal duties under the **Equality Act (2010)** and ensure that all pupils have the right to a safe and supportive environment.

St Marie's is committed to creating an environment where relationships are at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their actions and encourage others to do the same. As members of our community, we adhere to the values of being: **'Ready, Respectful, and Safe.'**

Behaviour for Learning

St Marie's principles: 'Be Ready, Be Respectful and Be Safe'

Be ready

- To learn
- On time each day
- Wearing the correct uniform/ PE kit
- Have the correct equipment
- Focused for learning
- To greet each other

Be respectful

- Good manners
- Kind hands
- Kind words
- Positive relationships
- School property
- Mutual respect

Be safe

- Walking well
- Stay in class
- Spatial awareness
- Caring for each other

- Spot and tell
- Following routines
- Listening and attention

We are a restorative school with a focus on positive relationships. We address misbehaviour in a way which strengthens relationships. We will do this by ensuring and understanding;

- Policies which promote a safe place of learning, with real safety coming from fostering and maintaining caring relationships with pupils and families.
- Misbehaviour is seen as having an impact on people and relationships.
- Misbehaviour is a symptom of relationships which need strengthening.

Our School has 3 simple expectations '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our expectations are beyond their developmental level. In this case, these children will have bespoke positive progress plans which may include rewards to reinforce positive behaviour. We understand as a staff that each child is unique and take in to consideration the individual child.

SCHOOL AIMS:

Aims of the relationship policy

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide clear guidance for children, staff and parents of expected levels of responsibility.
- To provide a consistent and calm approach.
- All adults take responsibility for promoting positive relationships.
- Adults use consistent language to promote a positive and safe atmosphere using restorative approaches alongside any consequences.

Our purpose is:

- To maintain a calm and safe environment for children to reach their full potential.
- To provide a consistent approach in rewarding positive behaviour
- To provide a consistent restorative approach in responding to unacceptable behaviour.
- To ensure that behaviour for learning is good and allows lessons to flow smoothly and progress is made.
- Promote self-esteem, responsibility and self-discipline
- Encourage children to recognise that they can and should make good choices

CELEBRATING POSITIVE BEHAVIOUR - REWARDS

At St Marie's we firmly believe praise has a reinforcing and motivational role, helps children to feel valued. Children will achieve more and be more motivated when staff commend and reward successes.

REWARDS - 'SMILEYS'

At St Marie's we have adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of the number of smiley face stickers the children collect and are able to trade in for rewards. Smiley faces may be rewarded for any actions, deeds or attitudes which are deemed noteworthy and fulfil the aims and objectives within our school mission statement. Positive actions which go above and beyond for the individual child.

When rewarding the Smiley, the member of staff should reinforce the good choice e.g "Thank you for tidying up even though I haven't asked. You have really helped me and have gone above and beyond."

Once a Smiley has been awarded it can never be deducted.

They are intended to help staff focus on positive rather than negative behaviour. For example, if a child is continuing to stay on task when a partner is trying to distract him/her, staff may choose to reward the child on task rather than apply a sanction to the child who is not. Any noteworthy/exceptional behaviour 1 smiley (recorded on the child's individual chart.

Every 10 Smileys that the child receives is recorded on the class chart and the child will have the option to spend their smileys for a reward or bank their smileys to save up for a bigger reward. Children can pick their rewards on a Friday after assembly. Their class teacher will keep a record on the class chart of banked and spent smileys for each child.

100 Smileys - Bronze certificate

200 Smileys – Silver certificate

300 Smileys - Gold certificate

All to be awarded at whole school assembly at the end of each term.

WHOLE SCHOOL REWARDS

Over the year the school recognises all the achievements mentoring system alongside ensuring that children also receive

- Weekly star of the week certificates and pictures celebrating on twitter
- Termly awards for punctuality and attendance.
- End of year prizes and certificates
- School discos – termly
- Trips for children
- Staff communicate with parents and families to notify them of positive actions.

- Executive / Head Teacher / Deputy also awards stickers for any commendable characteristic that may have been observed.

STEPPED APPROACH

All children have a fresh start each day. If they work as expected, they will remain on white. However, if they do not follow the school rules or behave appropriately, they will be moved along the chance chart (having three chances) Sanctions as follows:

- Reminder about making the right choices. The child may be moved to another place in the classroom if necessary
- 3 chances leads to missing their next playtime.
- Two completions of the chance chart in one week leads to payback with Phase lead when required. Parents will be contacted and informed of this sanction.
- Three completions of the chance chart in one week leads to spending up to a week of lunchtimes with SLT.
- Stage 4 behavior (see code of conduct)– a red card sent to the Head teacher / Deputy which will bring them to the classroom. (Key Stage Lead in their absence)
- In the event of a serious incident involving a child, parents will be contacted by the Headteacher to come to school immediately to discuss the matter.
- Children who are placed in the behavior management file three times will have their parents contacted.

All children will receive a fresh start each half term.

PROGRESS CHART

In discussion with the Deputy-Head Teacher, the class teacher and child, the child will be provided with unambiguous and, above all, achievable targets (maximum of three) Parents are also informed. The report sheet is completed daily after each session by the class teacher and the report sheets are signed by Parents each evening. If insufficient progress has been made then the parents will be asked to meet with the class teacher and Headteacher to discuss the next steps

INDIVIDUAL BEHAVIOUR PLANS

Class teachers, in consultation with SENCO, decide if an IBP is appropriate to addresses persistent, unacceptable behaviour. The class teacher will devise individual targets for these children. These targets will be shared with the children and parents and monitored, reviewed and updated. To promote the right choices, some children will be given a daily progress chart which will be filled in by the class teacher and signed by parents daily.

The SENCO will co-ordinate sessions for individual children where appropriate. These children could be supported through: An individual PSP, Nurture group 1to1 sessions, Forest Schools, Learning Mentor

The school can also call on the services provided by the LA to support the management of behaviour and these include: Educational Psychologist, Inclusion Support, Social

Worker, Behaviour Improvement Team, Learning Support Assistants , Counselling services, Camhs.

COMPLEX BEHAVIOURS

Some children exhibit particular complex behaviours, which could be based on early childhood experiences or family circumstances. This behaviour could be a way of communicating their emotions. We ensure these children receive the necessary support.

POSITIVE HANDLING

Staff have been trained in positive support techniques. On rare occasions, positive handling maybe necessary for the safety of the child or others.

EXCLUSIONS

In extreme cases children may be excluded from school on a temporary or permanent basis. Parents are kept fully informed throughout this process. LETTER OF EXCLUSION – this is a last resort. Parents are informed by letter of either lunchtime, temporary or permanent exclusion. The letter provides details of the reason for this and the timescale for the period of the exclusion. The parents’ right to appeal is also outlined.

BULLYING

Bullying is taken very seriously and will not be tolerated at St Marie’s as we are all aware of the damaging effects on the victim but our concerns also extend to the bully. Throughout our R.E. themes we constantly discuss and underline the importance of care, love and respect for our all in our community. Careful monitoring takes place when bullying is reported and children are reminded of the support networks available to them. Children often experience minor disagreements with their classmates and these are not classed as bullying. Each year we have an anti-bullying week.

CODE OF CONDUCT

Stages of procedure	Person	Action/Sanction
Stage 1 <ul style="list-style-type: none"> • 3 entries in behaviour file, eg continuous disruption of lessons, repeatedly answering back. • Swearing (with intent)/obscene or inappropriate actions reported by a child. 	Class Teacher/ TA	<ul style="list-style-type: none"> • Lunchtime/ playtime payback with T or TA • Contact parents by telephone/ letter or after school • Speak to class generally through Jigsaw/ circle time. • Move place • Use chance chart • Class behaviour file
Stage 2 <ul style="list-style-type: none"> • Continual incidents of bullying • Continual poor behaviour any playtime • Swearing heard by an adult 	Phase Lead/ Learning Mentor	<ul style="list-style-type: none"> • Contact parents by telephone/ letter • Lunchtime paybacks for up to a week if received tree red cards. • Speak to whole class generally.

<ul style="list-style-type: none"> • Throwing objects • Three completions of chance chart • Vandalism/ wilful damage of property 		
<p>Stage 3</p> <ul style="list-style-type: none"> • Verbal abuse to an adult heard by another adult. • Injuring another child, fighting • Bullying • Use of racial/ homophobic /sexual language • Stealing 	Deputy Head Teacher	<ul style="list-style-type: none"> • Parents contacted to arrange a meeting • Immediate lunchtime/playtime payback with DHT • DHT to speak to class • In school exclusion if necessary
<p>Stage 4</p> <ul style="list-style-type: none"> • Hitting/ abuse to staff • Continual verbal abuse to staff • Purposely seriously injuring another child • Re occurring stealing • Fighting with the intent to hurt/ injure 	Head Teacher	<ul style="list-style-type: none"> • Parents contacted to arrange a meeting • Possible Exclusion • Could be exited from the classroom • Fixed term exclusion in days inc exclusion from lunchtimes • Referral to Governors • Permanent exclusion if necessary where no improvement is made.

DATE:

Signed: _____ Chair of Governors

Review Date: