

# **St. Mary's Catholic Primary School**



## **Building Positive Relationships Policy**

**DOCUMENT HISTORY**

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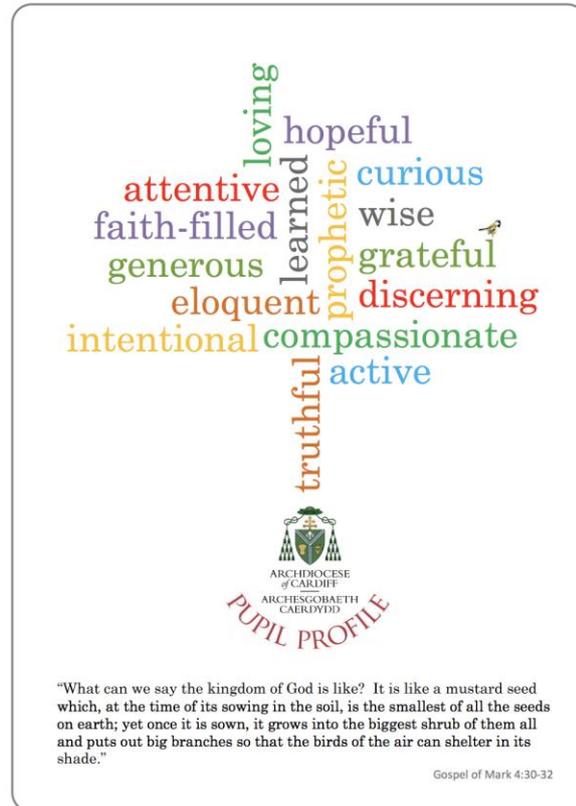
## **STATEMENT OF ETHOS / PRINCIPLES**

Our behaviour and discipline policy is based on the Christian principle of love and respect for each other:

**"Love one another as I have loved you." John 15 v 12**

As a school community at St. Mary's, we seek to live by the Gospel. During their time at St. Mary's, our learners are growing to be;

- Grateful and generous
- Attentive and discerning
- Compassionate and loving
- Faith-filled and hopeful
- Eloquent and truthful
- Learned and wise
- Curious and active
- Intentional and prophetic



At St. Mary's we realise that good behaviour is about maintaining positive relationships between staff and learners, staff and staff and learner and learner. It is a necessary for effective learning and teaching to take place. The whole ethos of the school and the value set on each individual child is important in maintaining good behaviour. We realise that children learn best in a secure, ordered environment with set boundaries. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Additional Learning Needs.

At St. Mary's we operate a positive behaviour management system, and work hard to ensure the children understand what kind of behaviour is acceptable in school and what the consequences of different types of behaviour might be.

We aim to teach the children at our school how to behave well and to be considerate and self-disciplined individuals. We believe in setting good examples and in having high expectations. Our high expectations of behaviour apply whether children are in school, on an educational visit or visiting places, with or on behalf of the school.

### **Responsibility of Stakeholders**

Children learn by example. All staff are effective role models and constantly reinforce the behaviours we are striving to achieve. We aim to provide children with a positive image of good relations between adults who work in and for the school, and between adults and children. All adults who work at our school have a responsibility for behaviour and must ensure that they treat children with respect and kindness.

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Children are expected to respond to whoever is responsible for them. This includes teaching and support staff, volunteers and parent helpers. Each class teacher is responsible for not only the children within their class, but if any member of staff comes across inappropriate behaviour being displayed by children who are not in their class, they are at liberty to address the inappropriate behaviour, using the guidance contained in this policy or refer the matter to the child's class teacher.

Teachers have the right to teach and pupils the right to learn in a classroom free from disruptive behaviour. A classroom that reflects the teacher's high behavioural and academic standards, together with creating a positive and respectful climate for learning, empowers pupils to become responsible, independent and motivated learners.

All supply teachers are expected to fully adhere to the guidance of this policy.

### **An effective teacher should demonstrate:**

- a calm, assertive, non-confrontational approach
- clarity and consistency of request or instruction
- a positive approach to classroom management with high expectations and appropriate rewards and consequences.

### **Within the classroom, an effective teacher will:**

- begin lessons on time, greeting pupils in a positive manner
- be fully prepared for lessons with tasks appropriate to the lesson outcomes
- extend, motivate and challenge learners
- reward pupils consistently
- give effective feedback to learners in order for them to make progress
- encourage independent learning following the growth mind-set model
- create a stimulating environment
- respond to non-compliant behaviour within the framework of the positive behaviour policy
- offer learners the chance to check in with them throughout the day.

### **Learners will:**

- know our school rules and follow them
- engage positively with the Gospel values of our school
- learn within the guidelines of our positive relationships policy.

### **Parent/Carer will:**

- know our school rules and support their children in following them
- have read and understand our positive relationships policy
- engage positively with the Gospel values of our school
- engage in positive communication with the school.

Children are more likely to behave well in school when they know that their parents are involved with and supportive of what the school is trying to do. We want the school and parents to work together to ensure consistent expectations.

### **Governors will:**

- recognise that staff are constantly striving to provide a safe and happy learning environment for all
- be fully informed of matters concerning behaviour
- support the Headteacher and staff in their implementation of this policy
- play a full and active role in ensuring our aims are met.

### **Strategies used at St. Mary's to promote positive relationships**

**Public praise and private negative feedback** - Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, negative feedback will be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour. Avoiding standing on one side of the classroom and telling someone off on the other side. The audience provided by the rest of the class can prove rewarding for the child, as well as making the rest of the class feel 'told off' too.

Some children find direct praise hard to handle, so praise is as descriptive as possible (e.g. Da iawn, I like the way you... or Well done, thank you for...) and we are sensitive to the impact. At times we allow the child to hear a teacher telling someone else how well he or she has done. Praise can also be non-verbal: a smile, a thumbs-up or a sticker.

**Three positives before a negative** - This can apply to individuals as well as to classes. Before making a suggestion about a child's work or behaviour, we aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say. Within the class, we aim to appreciate three children before giving negative feedback to one. The lesson children will learn is that they are more likely to get attention when they behave or work well, than when they display unwanted behaviour.

**Acknowledge feelings** - Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention (e.g I understand that you are upset, however, I need you to...)

**Give them a choice** – We give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

**Purple Folder Strategy** – If a child is seen to be struggling to focus and there is low level unwanted behaviour due to this, they may need a brain break so they can then return and re-focus. In such cases, a child should be asked to go on a message to each classroom with the 'purple folder' with a responsible partner from the class. This allows the child a break from the classroom and each teacher will know this is the reason when they are given the purple folder.

**Being consistent** - Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn makes it less likely that events will trigger off bad behaviour.

**Model desired behaviour** - It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. We avoid communicating these feelings. Responses should be low key and matter of fact.

**Scan the classroom** - Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. Staff ensure they are in a position where they can see what is going on during lessons (i.e. not have your back to the class) and scan for children who are off-task. Re-directing children before behaviour has become disruptive and listening for changes in patterns of conversation, which might indicate off-task behaviour. We make our presence felt by a look or by repositioning ourselves.

**Listen to children** – We listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... "You seem cross, did something happen?" We follow up concerns raised and complaints made, even if we need to say that it will be dealt with later. Children need to feel able to share things with us and for issues not to be driven 'underground'. Every classroom has a 'worry box' so children can also write to their teacher if they do not want to speak to them directly. This box is regularly checked and a response made when appropriate.

**Maintain frequent contact** – We aim to make frequent task-centred contact with all children. This communicates that attention is predominately given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, we ensure we make very frequent contact with them, notice what they have already achieved, ask what they have to do next and remind them that we will be back to check on them. This concentrates on communication about the task and gives the child teacher contact.

**Catch them being good** - This can be hard with some children, but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take, will encourage and reinforce that movement.

**St Mary's School Rules – RRS**

At St. Mary's we have 3 basic rules and each one is explained further on our Rules for Learning posters which can be found around the school.

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## Rewards

At St Mary's, our emphasis is on positive behaviour. We praise and reward positive behaviour by:

**Praise** – verbal, written, sticker, friendly word or gesture, referral to another adult

**Special responsibility, privilege or trust** – work with/sit by a friend of their own choice, work in an area away from the direct supervision of the teacher, a special job (e.g. book monitor) or responsibility (e.g. give out registers, take messages,).

**Informing parents** – communicating good news whenever possible, sending home messages/ notes, conversation with parents, or sometimes a phone call.

**Weekly Merit Assemblies** – rewarding children for effort, good learning behaviours, good manners, RE pupil profile virtues.

**Whole class reward and Golden Time** – each class has a reward system, such as marbles or fuzzies in the jar. The class create a set number that they have to achieve by the end of the week. The staff award a marble/ fuzzy when the class have shown a positive behaviour as a whole class. They are rewarded with 15 minutes of 'choice time' at the end of the week.



ClassDojo

**Class Dojos** – each class uses Class Dojos, an online system, to reward good behaviours during class time. These are added together and certificates given to those with the most Dojo points at the end of the week.

**Notes home** – children are given written notes from their class teacher to inform parents when their child has gone 'over and above' with good behaviour in school.



**Visual chart to support good behaviours**



In each classroom is a visual chart to support wanted behaviours. Every child has a peg with their name on it and move along the chart throughout the day as necessary.

**Ready to learn (green)** - All children start on here every day - each day is a fresh start!

**Excellent Effort (blue)** – for children who are working hard and show good behaviour in class

**Over and above (yellow)** - for children who put that extra effort into their work/behaviour

**Think about it (orange)** – children are reminded of the rule they are breaking and asked to think about changing that behaviour

**Time out (red)** – children are asked to think about their behaviour in the classroom away from others or in another classroom. They are asked to complete a reflection worksheet during this time.

N.B the orange and red cards should be discussed with the child privately and not in front of the whole class to avoid embarrassment.

A Reminder Record Book is used by staff in line with the orange and red card for monitoring purposes. A Reflection Sheet is used in line with the red card to promote reflection and the building of positive relationships..



*Reflect to Respect*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What happened? 	_____ _____ _____ _____
What were you thinking at the time? 	_____ _____ _____ _____
Who has been affected/ hurt? 	_____ _____ _____ _____
How can you make this better? 	_____ _____ _____ _____
Who can help you? 	_____ _____ _____ _____

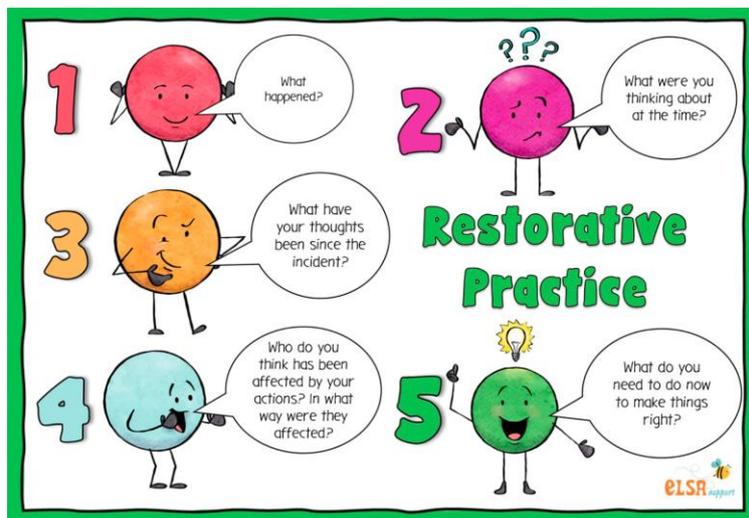
**Consequences**

There will be times when children behave unacceptably. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. Minor breaches of our Rules for Learning are dealt with by the staff member, in a caring, supportive and fair manner, having regard to the age of the child. Each case is treated individually. Generally, children are reminded that they are responsible for their own actions and that breaking rules has consequences.

Our consequences are incorporated into the visual chart above:

<p><b>1. Reminder</b></p>	<p>This is a quick reminder of the rule that is being broken. It can be a whole class or individual (away from others) reminder.</p>
<p><b>2. Thinking time</b></p>	<p>This is a 2<sup>nd</sup> reminder to an individual, asking the child to think carefully about how they can change their behaviour (orange on visual chart).</p>
<p><b>3. Time out</b></p>	<p>This is time out in their own classroom away from others or another classroom to complete the reflection chart. Must be reported to parents if this is happening regularly (red on visual chart).</p>
<p><b>4. Resolve</b></p>	<p>The teacher must discuss any incidents with the child concerned after 'time out' is given with the aim of repairing relationships using the restorative questions below. This can take place when the child returns to class or at a later time if the child needs some time to calm down.</p>

When a consequence is given to a child the relationship between adult and child may be damaged. Therefore, it is imperative that time is spent rebuilding the relationship for trust to grow. These restorative questions are used to discuss the unwanted behaviour (these can be used with an individual or a group of learners):



Following this, children are made aware that when we break a rule there are consequences, such as hurting others. A discussion is also had about what consequence should be given for the breaking of the rule. These could include:

- Playtime or golden time removed
- Phone call home or parents asked to attend a meeting

## St. Mary's Catholic Primary School – Building Positive Relationship Policy

- Individual target charts to support good behaviour
- Exclusion from school

Major breaches of discipline are physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work, and persistent disruptive behaviour in class. Parents will be invited into school to discuss these incidents and these meetings between parents and staff should be recorded.

### **Exclusions**

In some cases, it may be necessary after investigation to exclude a learner for a time. A number of misbehaviours by the learner.

Only the Headteacher (or the Acting Headteacher) has the power to exclude a learner from school. The Headteacher follows carefully the procedures set out in LEA and statutory guidance, which are designed to ensure fairness and openness in the handling of exclusions. See Welsh Government Guidance document 255/2019 'Exclusion from schools and pupil referral units.

It is as a Christian community, working together, governors, teachers, parents and learners, that we can create an atmosphere of effective learning, self-discipline, mutual respect and co-operation. It is in such an environment that the message of Christ flourishes. Exclusion should be used as a last resort following repeated attempts to draw matters to a suitable conclusion.

### **Conclusion**

The views of parents are always welcomed and ideas worthy of inclusion in everyday school life will be implemented.

This policy will be reviewed by Governors.

Through this policy we seek to maintain our Catholic ethos of care, courtesy and concern for one another thereby allowing the message of Jesus Christ to flourish.