



St. Philomena's Catholic Primary School

Headteacher: Miss V Maher

**Positive Relationships Policy
September 2022**

Date of Policy	Signed	Position
1 st September 2022	Veronica Maher	Headteacher
Monitoring	By	Date
To be reviewed	Standards Committee	September 2022
To be ratified	Full Governing Body	November 2022
Uploaded to website	By	Date
	Mrs C Heffernan	
This policy will be reviewed every two years by the full Governing Body		
Date of next review : September 2024		

Positive Relationships Policy

Aims and expectations

At St. Philomena's Catholic Primary School we are committed to maintaining high expectations of good behaviour to create a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere free from discrimination and harassment as required by the Equality Act 2010. The school promotes high standards of children's behaviour based on certain expectations. Promoting the expectation of good behaviour is the responsibility of every member of the school community.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated equally and well. We are a caring community, whose values are built on mutual trust and respect for all. Our Positive Relationships Policy is therefore designed to promote a supportive environment where everyone feels happy, safe and secure.

The school has a number of rules but the primary aim of the Positive Relationships Policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and to work together in an effective and considerate way. We apply expectations consistently and fairly to enable children to develop their resilience, confidence and independence while promoting and protecting their physical and mental well-being.

Rewards

The school recognises that rewards for pupils are more effective than punishments in bringing about good behaviour. As a Catholic School, we have a clear vision of what is right and wrong. Our values include respect for others, for property and the environment; honesty, trust and fairness; tolerance and compassion; and the virtues of self-respect and self-discipline.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour and positive relationships, rather than to deter negative behaviour.

The school praises and reward children for good behaviour in a variety of ways:

- Staff congratulate children
- Staff give stars, stickers and certificates
- We distribute house points to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- Communication with parents
- In class rewards such as moving up the behaviour chart (each class has it's own adapted version where children can move up or down depending on behaviour)
- Each week the children in each class nominate one of their peers to be 'Pupil of the Week'. The nominated child receives a certificate in the school assembly.
- We have a kindness tree where children's names can be added for kindness towards others
- Children may be sent to a member of SLT to receive a Deputy Head Teacher or Head Teacher award

- Each term three children are nominated for a Head Teacher's Golden Board Certificate

Sanctions

There is no corporal punishment but there can be graded sanctions, such as withdrawal of privileges, to make the children understand that school rules must be obeyed to promote self-discipline, resulting in a caring and happy atmosphere for everybody.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Sanctions may include;

- Moving a child closer to the teacher or away from a distraction if they are distracted or distracting others
- Asking a child to redo a task if they have not tried their best
- In class a behaviour chart is followed. This may result in a child having their name moved down the chart which will carry a set consequence (e.g. losing some time of breaktime)
- If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- Loss of privileges (e.g. loss of some breaktime, unable to use playground equipment, temporary loss of responsibility – ie. Perfecting or ambassador role)
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

The class teacher discusses the school rules with each class at the beginning of each school year. In addition to school rules, each class also has its own classroom rules, agreed by the children and displayed on the wall of the classroom. In this way, every child knows the standard of behaviour that we expect in our school.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child will lose privileges. If a child repeatedly acts in a way that disrupts or upsets others this is recorded by the class teacher. The school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff should avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. 'Reasonable force' is taken to mean 'using no more force than is necessary'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil out of the classroom by an arm.

To reduce the occurrence of challenging behaviour and the need to use reasonable force, individual behaviour plans will be completed for more vulnerable children with the agreement of their parents/carers.

Our Use of Reasonable Force procedures are in line with DfE Guidance on the *Use of Reasonable Force (2013)*

Risk Assessments

Staff should write a risk assessment for any child that is at risk of hurting themselves or others in collaboration with a member of SLT. These risk assessments must be passed on to all staff including external staff.

Incidents against Staff

Physical or verbal abuse of staff will not be tolerated. Staff must do everything possible to avoid situations where pupils become violent, through thorough risk assessments and good communication. All incidents of physical or verbal abuse against staff must be reported to the Headteacher and recorded on the CPOMS system.

Expectation of Children

Good behaviour makes effective teaching and learning possible. Children are expected to be well behaved so that they may gain the most from their primary school years. They are expected to work hard and to play harmoniously. We aim to ensure that every child understands their responsibilities as well as their rights to the school and to the wider community. We treat all children fairly and apply this Positive Relationships Policy consistently.

We expect children to;

- Show courtesy and respect to other children and adults
- Follow their classroom and school rules
- Work hard willingly
- Be truthful
- Be punctual
- Have a responsible attitude to school life.
- To wear school uniform with dignity.
- Have good table manners
- At the start of school or at break and lunchtimes, on the sound of the first bell, children are expected to stand still and be silent. The second bell indicates to children that they should walk to their line and wait to be called into school.
- To walk in a sensible manner when moving around the school. On the stairs, they should walk and keep to the right side. Stair prefects are on duty to ensure that no child remembers these rules, which are intended for the children's own safety. When meeting other people on the corridor, they should move to one side.

No substances such as tablets or solvents are allowed on the school premises apart from those medicines held by a teacher/member of staff with written parental request for their administration.

No electronic devices are to be brought to school other than when a child has permission to bring a mobile device to school for communication purposes when travelling to and from school. These should be handed to the class teacher at the start of the school day and returned when preparing to dismiss children at the end of the school day. There is no reason to use mobile phones or devices during school hours. Where mobile phones are out of school hours inappropriately intimidate others, then the Head teacher does have the power to intervene 'to such an extent as it is reasonable to regulate the behaviour of pupils when they are off the school site' - refer to Anti-Bullying Policy and E-Safety Policy. Parents will be contacted to

advise them if the school are made aware of a serious E-safety incident using mobile phones (e.g. Whatsapp/Instagram/other social media apps.).

The school has a Head Boy, Head Girl and school prefects. All year six children are expected to act as role models for younger children.

The Role of Staff

We expect all staff to:

- Implement the Positive Relationships Policy consistently
- Maintain high expectations of all children
- Treat all children fairly and with respect and understanding
- Model positive behaviour and be a good role model
- Create and contribute towards maintaining a stimulating environment that encourages children to be engaged which will include (but not be conclusive of)
 - Greeting children in the morning
 - Establishing clear routines
 - Communicating expectations of behaviour
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting each day a fresh
 - Using positive reinforcement

Support staff should report any safeguarding concerns or incidents which may involve an accusation of bullying to class teacher or, in serious, repeated offences, to the Head Teacher.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the Positive Relationship Policy is followed and classroom rules are embedded and followed in their class, and that their class behaves in a responsible manner during lesson time.

Our class teachers will;

- Have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- In the circumstance where a child may misbehave repeatedly, keep a record of all such incidents. In the first instance, the class teacher deals with the incident in line with the school's policy. However, if misbehaviour continues, the class teacher will look to the Senior Leadership Team (SLT) for advice and support.
- Report to parents about the progress of each child in their class. This will happen formally three times a year. This may happen informally throughout the year. (Refer to our Seesaw policy)
- Contact a parent if there are concerns about the behaviour or well being of their child
- Liaise with other staff members and external agencies as necessary to support and guide the progress of each child.

The Role of the Senior Leadership Team (SLT)

It is the responsibility of the Head Teacher and other members of SLT, to implement the Positive Relationships Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

SLT will;

Support staff by implementing the policy and by setting the standards of behaviour.

Keep records of all reported serious incidents of misbehaviour. Manual records are retained in the Behaviour File in the Headteacher's office and recorded on CPOMS

The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour.

For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. This action is only taken after the school Pupil Discipline Committee have been notified.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. School rules are explained in the school prospectus.

We expect parents to;

- Read and support the school rules.
- Support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- Take an interest in their child's learning
- Ensure that children attend school regularly and punctually. Parents are advised that there is adult supervision in the playground from 8:45am. School starts at 8:50am.
- Ensure that children are appropriately equipped and that children follow our school uniform policy
- Respect and trust the professionalism of school staff to deal with behaviour issues in line with this policy in a timely manner

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school as set out in the Home School Agreement which is signed annually. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher, then the Head Teacher. If the concern remains, they should contact the school Parent Governor. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of Governors

The Governing Body has the responsibility for setting down these general guidelines on standards of discipline and behaviour, and for reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

STAGES OF DISCIPLINE

All of these stages will be recorded.

Stage One

- Often a straightforward verbal reprimand is all that is required in many situations.
- The school will contact parents at the earliest opportunity to inform them of the situation and the measures being taken. We consider that without parental support our efforts would not be effective.

Stage Two

- If Stage 1 has no effect parents are informed again by letter and sanctions will be introduced such as missing playtime, repeating/improving a piece of work, carrying out tasks around the school.

Stage Three

- Should the unacceptable behaviour continue, a written warning is sent to the parents and a copy sent to the Pupil Discipline Committee.
- The Head Teacher will meet with the parents to put in place a pastoral support programme to help the child overcome their unacceptable behaviour. Parents, Head Teacher, class teacher and child on a weekly basis will review the pastoral programme.

Stage Four

- The Head Teacher will make the decision to enforce a fixed term exclusion of one to three days if the pastoral plan has not led to an improvement in behaviour and a letter, setting out the decision, will be sent to the parents and the Pupil Discipline Committee will be notified. The Local Education Authority will be informed.
- Before the child returns to school, parents will be invited to a meeting between the Head Teacher, governor and LEA representative to contribute to an action plan with long term targets to address the child's behaviour. All are required to sign this document and the rewards and sanctions that are part of the plan.
- All concerned must understand that failure to progress is likely to lead to permanent exclusion.
- Reviews with all parties will take place at the end of a 6-week or half-termly, period, whichever is most appropriate.
- The final review should take place 18 weeks after Stage Five has been implemented.

Should there be a marked improvement in the child's behaviour they will move back through the stages. If the child completes a whole term with no repetition of poor conduct they will move back one stage.

Stage Five

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any academic year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. In extreme circumstances, a fixed term or permanent exclusion can be implemented as a sanction, without having moved through the Stages of Discipline.

If the Head Teacher excludes a pupil, s/he informs the parents immediately in writing, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school will inform the parents how to make any such appeal.

The governing body has a Pupil Discipline Committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

The Pupil Discipline Committee itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher and in any case must consider exclusions of 5 days or more within a term whether the exclusion(s) are singular or cumulative.

When the Pupil Discipline Committee meet to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority (where applicable), and consider whether the pupil should be reinstated. A copy of details of all incidents should be kept in the pupil's file.

If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

Monitoring

The Head Teacher and Pupil Discipline Committee monitor the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents in a behaviour book. The Head Teacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the school office.

The Head Teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The Governing Body will review this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed: V Maher

Date: September 2024