



POSITIVE RELATIONSHIPS POLICY

School Trust Deed and School Ethos Statement

Our school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of all faiths and provides a lived experience of Christian values through the approach it offers to all its pupils exemplified through our motto: “Living and Learning in Fellowship and Faith”.

SCHOOL ETHOS

Our Positive Relationships Policy reflects that it is our expectation that everyone in our school community will behave respectfully towards each other and will work together. Our relationships and behaviour, reflected in this policy, are based on our fundamental school values of **Compassion, Respect, Hope and Friendship**.

In addition to an engaging creative curriculum that promotes a love of learning, we are also concerned with teaching children, often through PSHE lessons, how to work and play alongside each other and how to behave well towards one another. Our children need to be aware of moral issues such as right and wrong, fairness, tolerance, understanding, acceptance, kindness and respect, which are reflected in our British Values.

Relationships can be challenging but as a school we are committed to restorative practice and we aim to enable everyone in our community to resolve their own conflicts within this framework. This practice enables those who have been harmed to explain the impact of the actions to those responsible, and for those responsible to acknowledge this, reflect and take steps to put it right.

AIMS OF THE POLICY

- To reflect the Christian ethos of the school by fostering positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To encourage a calm, purposeful and happy atmosphere within the school.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement as part of our learning fellowship together.
- To encourage increasing independence, resilience and self-reflection.

RIGHTS AND RESPONSIBILITIES

The rights

We all have the right to be and feel safe and secure
We all have the right to learning and to fulfil our potential
We all have the right to be treated with respect
We all have the right to talk and be listened to

Rights may also come with responsibilities. Some responsibilities need to be learned and practiced so that they become ingrained habits.

The School's responsibilities

It is The School's responsibility to help children to learn about their rights, responsibilities, and rules to ensure fairness and consistency in their application. We provide good role models and are respectful, non-judgemental, firm, fair and restorative in our interactions with children and the community. We listen, are careful with what we say and how we say it. We help children to understand the effect of their actions and the importance of reflecting and taking responsibility to make things right.

The Children's responsibilities

It is the responsibility of every child to learn and demonstrate these rights, responsibilities and rules through their behaviour. The children should take pride in themselves, treat others with respect, co-operate with other children and adults and take care of property and the environment in and out of school.

Parents' and Carers' responsibilities

It is the responsibility of all parents and carers to support the school in ensuring a safe, healthy and happy environment in which children can flourish, by knowing the school rules and supporting them, including appropriate steps that School may take when rules have been broken. Parents and carers can help by making children aware of appropriate behaviour required in school, encouraging independence, resilience, self-reflection and forgiveness. We expect our parents and carers to show an interest in all that their child does in school and develop good relationships with the school.

Governors' responsibilities

It is the responsibility of governors to uphold the principles and practice of the positive Relationships Policy on behalf of all members of the community and to ensure that this policy reflects the Governor Behaviour Principles for the school.

INCLUSION

At Ardeley, we believe in equality of provision for all, a rejection of discrimination on any grounds and a positive attitude to a diverse society.

Therefore, we acknowledge that there may need to be some adaptations to the procedures in this policy for some pupils with additional needs as outlined in The Equality Act 2010.

For all pupils including those with additional needs, all staff should be mindful to seek to identify the underlying cause of inappropriate behaviour (for example an unmet SEND need) and put in place measures to address the cause, to prevent the behaviour re-occurring.

Where a child presents with significant behaviour needs, an individual behaviour plan and/or risk assessment may be written. Relevant staff, agencies and parents will be involved, and the plan communicated to all relevant staff.

BEHAVIOUR FOR LEARNING

We believe that an exciting, engaging curriculum and effective learning environment contribute to good behaviour. Thorough planning for the needs of individual pupils and the active involvement of pupils in their own education, through quality first teaching, can allow all children to develop a love of learning.

It follows that lessons should have clear objectives, understood by the children, and be adapted to meet the needs of children of different abilities. Lessons should aim to develop the skills, knowledge and understanding as well as challenge children and encourage them to develop their learning further.

The role of the teacher is to set clear expectations and consistent classroom procedures, to praise and reward often, to handle inappropriate behaviour quickly and calmly and to communicate achievements to parents and carers.

OUR SCHOOL EXPECTATIONS are underpinned by our core values. They are:

1. Be kind and helpful: think of others
2. Be respectful of people and property
3. Be honest, forgiving, and polite
4. Be safe: Listen to good advice, talk to us if you are worried
5. Be the best you can be

MANAGING BEHAVIOUR

Our school has established a clear system which aims to help children to manage their own behaviour, achieve high levels of cooperation and interact in a sociable manner.

Examples of negative behaviour include Telling lies, calling out / speaking when others are speaking, hurting others, breaking things, selfishness, interrupting, running round school, using swear words, interfering with other's property, not engaging in learning, answering back / being rude, saying unkind things, ignoring adult's instructions.

REWARDING POSITIVE BEHAVIOUR

Positive Reinforcement

As a school we recognise that the most effective reinforcement we can use is positive reinforcement and verbal praise. Even though we will address misbehaviour, we focus on what pupils have done right instead of what they have done wrong.

Rewards

Children will be rewarded appropriately. This may be through a variety of rewards such as merits, certificates, postcards home, or a visit to a member of SLT for instance.

MANAGING INAPPROPRIATE OR ANTI-SOCIAL BEHAVIOUR

At Ardeley in line with our Christian ethos, we are committed to restorative practice. We encourage all members of our school community to understand the impact of their actions, reflect and take responsibility for them, in order to repair and restore relationships. Sometimes a sanction will be required, depending on the severity, frequency or escalation of the anti-social behaviour displayed.

Restorative Practice in action

We may hold restorative conversations; these are structured conversations that help children understand the effects of their actions and give them the opportunity to reflect on it and try to make things right. We may agree a restorative action for instance, where the child agrees to mend or clean up something which they have damaged or broken, agrees to include a friend in a game or writes an apology note.

In class

In class these approaches are used to encourage behaviour which ensures a good learning and positive social environment.

Reminder

Anyone who is causing disruption to learning will be reminded that this is not acceptable. Praise will be given if the child is able to model good behaviour as a result of this reminder. The behaviour may be logged in the school's behaviour recording system.

Warning

A child may be given a verbal warning. They may be asked to work in a different area of the classroom. Once again, if the behaviour improves, praise will be given. The incident will be logged using the school's behaviour recording system as a concern and parents may be informed if needed.

Reflection Time

A 'time out' may be given in an agreed space at an agreed time. This could be another classroom. In line with our restorative approach, during this time, the child will be encouraged to reflect on their choices as part of a restorative conversation guided by an adult. They may complete a reflection slip as part of this process. After their reflection, they will be welcomed to return, in keeping with our Christian values of forgiveness and hope. The incident may be logged in the school's behaviour recording system as a concern and parents will be informed.

Head Teacher or Member of SLT

On occasion, a senior member of staff will listen to the child and discuss the behaviour that took place. Sanctions may be agreed which may include loss of playtime, working away from the classroom for a given time (internal exclusion), a behaviour contract and/or a meeting with the parents. This will be recorded on our behaviour recording system and parents will be invited in to be part of the conversation around how we can all work together to support the child concerned.

On the playground

Expectations for playground are the same as those within the classroom.

BULLYING

Bullying is consistent anti-social behaviour and affects everyone. It is unacceptable and will not be tolerated. Ardeley School has zero tolerance for such behaviour. Bullying is defined as deliberately hurtful behaviour, **repeated over a period of time**, which takes place solely in order to give a feeling of power, status or other gratification to the bully. It can be physical, verbal, emotional or happen online.

Children will

- Report any incidents of bullying to a member of staff, whether directed at themselves or someone else.
- Take responsibility for personal behaviour and actions and treat one another with respect and kindness.

With the help of staff and parents, we create a positive working atmosphere in school where bullying has zero tolerance, difference is celebrated and discrimination is actively challenged.

Children who have been bullied will be supported by restorative conversations, staff mentors, peer buddies and reassurance.

Sanctions against the perpetrator(s) are intended to change or modify behaviour, rather than to reinforce their status. Sanctions may include: restorative conversations or actions, informing parents/carers to support change in the pupil, withdrawal of/from activities, the establishment of a mentoring system or report card.

EXCLUSIONS

We hope to support all children to learn how to work and learn in our school community. However, there may be times when, after all other attempts, a period of either internal or external exclusion is necessary. This decision will be taken only by the Head Teacher.

This policy has been written and reviewed with reference to the school's current Equality Scheme. There were no concerns noted.



Ardeley St. Lawrence CofE Primary School Reflection Slip



Name:

Class:

Date:

Time:

This is what happened

Someone teased me

Someone took my things

Someone started a fight with me

I did something wrong

Someone did something I didn't like

Other

This is what I did

Hit

Kicked

Swore

Ran away or hid

Ignored it

Climbed

Argued

Took time out

Went silent

Got help

Yelled

Calmed down

Cried

Damaged property

Hurt myself

Talked about it

This is how I felt



Angry



Confused



Sad



Lonely



Frustrated



Worried



Hurt



Annoyed



Other

Who do you think has been affected?

Because I did this...this happened...

How can you fix this?

This is what I will do next time...

Remember to upload this slip onto the school's Arbor behaviour recording system.