



St. Leonard's Primary - Positive Relationships Policy

Rationale

The purpose of this policy is to guide pupils, parents and staff of St. Leonard's Primary on our restorative and nurturing approach to behaviour management and building positive relationships. Here at St. Leonard's Primary, we are committed to ensuring the best possible outcomes for our learners by providing a safe and calm environment that promotes learning and encourages creativity. This is underpinned by our core values of Kindness, Respect, Faith, Honesty, Friendship and Love, as well as our school Charter as detailed below.

1. Show Respect – children understand that everyone is unique and celebrate individuality. They listen when adults are talking and follow instructions to ensure everyone's right to learn is being upheld.
2. Be Kind – children will use kind words when speaking to other children and adults.
3. Be Responsible – children will take responsibility for their behaviour and actions.
4. Be Safe - children will always use 'safe hands and feet'.

Furthermore, by the six principles of nurture;

1. Children's learning is understood developmentally – “We all learn in different ways”.
2. The classroom offers a safe base – “The classroom is a safe place”.
3. The importance of nurture for the development of wellbeing – “Nurture helps us feel good in our mind and body”.
4. Language is a vital means of communication – “How we behave tells you how we feel”.
5. The importance of transition in children's lives – “Everyone faces change and Nurture can help”.

We recognise that consistency across the school is key to creating this inclusive and nurturing ethos, so our relationships policy sets out clear expectations and responsibilities for pupils, staff and parents.

At St. Leonard's Primary recognition will be given to pupils who go **'over and above'**; to create a culture of exceptionally good behaviour, and time will be given to reflect on actions. Excellent behaviour is a minimum expectation for all.

Expectations of All Pupils

- Show **respect** to all peers and adults to help create a positive and inclusive ethos.
- Listen to one another and build strong friendships.
- Listen and follow adults' instructions to stay **safe** and help everyone learn.
- Be **kind** to yourself and others.
- Be aware of how your words and actions affect others.
- Report any incidents of concern to a member of staff.
- Celebrate differences.
- Be the best you can be by always 'giving it a go'.
- Being **responsible** in completing learning tasks required in a lesson.
- Contribute to a positive learning environment which allow all children to concentrate and succeed.
- Go 'over and above' where possible.

Expectations of All Parents

- Discuss and reinforce the School Charter– Be Kind, Safe, Responsible and Respectful.
- Send your child/children to school on time and in school uniform.
- Celebrate with your child when they have gone over and above.
- Trust that all school staff are following the agreed steps and making decisions that are fair.
- Support your child in understanding the expectations required.
- Have a conversation with your child if a communication slip has been sent home - but be assured that no further investigation is required. Every day is a clean slate.
- Communicate any concerns via the school office.
- Attend any requested meetings to discuss next steps if expectations are not being followed consistently.

Expectations of All Staff

- Meet and greet every child individually in the morning.
- Model positive behaviour and relationships.
- Refer to and model the Charter.
- Recognise and praise behaviour that is 'over and above'.
- Embed and adhere to the relationships policy ensuring consistency across the school.

Expectations of Senior Leadership Team (SLT)

- Recognise and praise learners and staff who go 'over and above'.
- Be a visible presence around the school.
- Support staff to follow the relationships policy.

When expectations are not met

- Restorative Conversations.

Children are accountable for respecting themselves and others but should not be shamed into submission. Instead, we need to show them a window into a different way of managing how they handle their emotion. Helping pupils gain awareness of their response and teaching them positive ways to respond are key steps that help them deal with all kinds of challenges. As adults, we are responsible both for providing safety and for maintaining expectations.

We will use restorative practices rather than punitive measures. However, this does not mean that there are not consequences for behaviours which impact upon others. Children will be accountable for their actions towards others and will participate in restorative conversations to repair relationships with their peers and adults, when these have been damaged. When we believe that we are being heard and understood, we are far more inclined to engage in a healthy conversation that leads to a positive resolution.

We all need to be validated and reassured in some way—to be able to process our feelings of stress and frustration and know that others understand what we are experiencing.

After a successful repair, then resolution can truly happen. Resolution means coming to terms with what happened and collaborating to find alternative ways of acting to

prevent future disruptions of the same type. This process involves addressing the questions:

To respond to behaviour the following questions may be asked:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?
- To help those harmed by other's actions
- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Communication

-If a child consistently follows expectations or has gone 'over and above' we will send a positive note home.

-If a child has been reminded several times and they are still not meeting the class expectations a communication slip will be sent home so parents can work with the school in encouraging and supporting positive behaviour. Please sign this and have your child return it to the class teacher.

-In St Leonard's we understand the importance of working with parents in guiding and nurturing pupils. When a restorative conversation has happened children will bring the reflection sheet home for parents know and understand what has happened in school. Please sign this and have your child return it to the class teacher.

-In some cases, it may be necessary for staff to phone a parent or arrange a meeting with a parent so strategies can be developed to support children.

Positive Strategies

At St. Leonard's Primary we will use the following positive strategies, consistently across the school, to ensure an exceptionally high standard of behaviour is maintained and celebrated.

☺ Best class at assembly- one class at assembly will be selected as the 'best and most respectful' class and will be awarded with sitting the following week on the benches and some MUGA pitch time.

☺ 'Hot Chocolate with the HT' - The headteacher will invite the Values Winners to a hot chocolate and snack treat session.

☺ Positive notes home from Staff and SLT- members of staff and the senior leadership team will regularly select children going over and above and recognise this by sending a positive note home, so this can be shared at home and celebrated.

☺ Winning House at Lines – each week the Winning House at lining up will be rewarded with an extra play

☺ Tidiest Cloakrooms – the classrooms with the tidiest cloakrooms will receive the Kapla to use across the week

☺ Tidiest Classroom – the classrooms awarded as being the tidiest will be provided with the box of games to use across the week

☺ WOW points – the Winning House (per term) will be rewarded with a 'fun afternoon' of their choosing, e.g. games afternoon, movie and snack.

St. Leonard's Primary – August 2024

Review August 2025