**St Mark’s Primary School**

**and Early Years Class**

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**Promoting Positive Relations Policy**

*(Draft)*

**Sept 2019**

**Pilot September – May**

**Consultation May**

**Rationale** The Promoting Positive Relations Policy at St Mark’s Primary School and Early Years Class covers all aspects of the school, contributes to the development and maintenance of good behaviour and supports our Catholic school ethos. Members of the school community are expected to help contribute towards an atmosphere conducive to learning.

**Our school policy is based on our *REAL* school values:**

**Relationships**

**Expectations**

**Achievement**

**Love**

**Aims**

*Through this policy, we will…*

* Create a sense of community and shared values through a supportive policy followed by the whole school community.
* Apply positive policies to create a caring, nurturing atmosphere in which teaching and learning can take place in a safe and happy environment.
* Teach, through the school curriculum, values and attitudes as well as knowledge and skills.
* Promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.
* Encourage, model, reinforce and teach good behaviour.

**School Expectations**

* All children and adults are expected to support the school values.
* Children are encouraged to be proud to be part of St Mark’s Primary School and always wear the school uniform.
* Children should always walk around the school.
* Physical violence is not acceptable, neither is retaliation.
* Foul or abusive language must not be used.
* Children are expected to be punctual.

These have been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning. We are especially aware of the needs of some children who may need special support according to their needs.

**School Rules**

Our school rules are displayed and shared with the children as a means of communicating our expectations in child friendly language. We have chosen three rules that will be used in all aspects of school life. We have made them easy to recall. These are to be used consistently by everyone. The children are asked to:

* **Be Ready**
* **Be Respectful**
* **Be Safe**

**Consistent Approaches to Promote Positive Relationships and Behaviour**

**Start of Day**

* Teacher to “meet” and “greet” children at the class door on arrival and after each break.

**During the Day**

* High expectations of work and behaviour.
* Stimulating environment with motivating displays of children’s work and learning posters.
* Ensure all children can access resources easily.
* Ensure school rules and Class Contracts are clear and/or visible to all.
* Know your children well and understand their needs.
* Make opportunities to build positive relationships in unstructured time.
* All staff will endeavour to remain calm at all times.
* Staff will do their best to follow through on what has been agreed.
* Criticise the behaviour – not the child. Avoid punishing the whole class for the actions of a few.
* Ensure the classroom is tidy. Train the children to do this.
* Orderly dismissal - ensure your children leave the classroom in a calm manner. At playtimes, make sure an adult is on duty before leaving your children**.** A member of the senior school staff should ensure that the cloakroom areas are supervised at the end of the day.
* Notice and respond to good behaviour exhibited by children from across the school.
* All staff to give verbal or written praise as appropriate.

**Out of Class**

* Notice and respond to good behaviour exhibited by children from across the school.
* Take opportunities to build relationships with children. Staff should endeavour to allow colleagues to “Pick up their own tab” in line with this policy.
* Corridors to be kept clean and tidy.
* Children’s achievements are displayed in their classroom and corridors with pupil voice clearly displayed.

**Positive communication to parents & carers**

* Staff can write positive notes home to praise the children’s efforts/behaviour/acts of kindness. (See Appendix 1).
* Positive phone calls or texts could be made to let parents/carers know of something worthy of praise.

**Class Recognition Board**

A class target related to learning or behaviour is identified and shared with the class, e.g. one voice/stop and look/kind words. Children who meet the target are publicly displayed by name or a tally mark, once the pre-set target has been achieved.

**House Points**

Children who go “above and beyond” to demonstrate the school values are awarded house points. The winning house will be rewarded termly. Points should not be removed once earned.

**St Mark’s Stars**

Individual certificates celebrating achievements are awarded throughout the year at each week’s assembly. This can be for anything that reflects our values, school aims, rules or growth mind set behaviours. Children who are presented with a certificate will have their photo taken for the *St. Mark’s Stars* display and will receive an extra play-time as a reward.

**Restorative Approaches**

Wherever possible, this school will seek to repair relationships using Restorative Approaches. Restorative Approaches repairs the harm done to relationships and people, over and above the need for assigning blame and dispensing punishment. The key values of Restorative Approaches create an ethos of respect, inclusion, accountability and taking responsibility with a commitment to building positive relationships. (Belinda Hopkins – Transforming Conflict).

*Examples of conversations could include:-*

**‘I’ve noticed…..’**

Removes the judgement from behaviour interventions. ‘I’ve noticed that you are late/crawled under the table/are finding it difficult to follow instructions’. There is no blame attached, there is nothing for the learner to defend against.

**‘I need you to….’**

Assertive and direct. Using ‘I need you to...’ allows you to give instructions that are not based on choice. Often introducing ‘choice’ in the moment is not helpful, ‘You can choose to do this now or at break time’ will tempt many learners to go for the latter and that is not the outcome you really wanted.

**‘You are better than that…’**

Instantly reminds the learner that you have faith in them despite their poor behaviour today. Done well it can reframe the learner as the best version of themselves. It refers them back to a time when they behaved well and committed to the task.

**‘I care about you’**

This let’s the pupil know that you believe in them and want good outcomes for them.

**Roles Within St. Mark’s Primary**

**The Role of School Staff**

Our staff will…

* Use Restorative Approaches towards conflict resolution.
* Use age and stage appropriate consequences e.g Hurt someone outside…you cannot go out to play.
* Communicate clearly with parents.
* Be fair and consistent with approaches.
* Have a nurturing approach to all.
* Support the health and wellbeing of the St. Mark’s Community.

**The Role of children**

Our children will be encouraged to…

* Behave well and show self-discipline and respect, both in school and in the wider community.
* Take on extra responsibilities such as house captains, tooth brushing, monitoring etc. and are expected to model good behaviour to younger children.
* To develop a positive ethos within the school. This is will be reinforced in assemblies and in class.
* Be active in preventing bullying.
* Co-operate and demonstrate a positive attitude and a growth mindset.

**The role of Parents/Carers**

Parents can help by…

* Recognising that this policy requires close partnership between parents, staff and children.
* Discussing the school rules with their child, emphasising their support of them.
* Attending Parents’ Evenings, events and by developing informal contacts with school.
* Knowing that learning and teaching cannot take place without positive relationships.
* Remembering that staff will approach problems patiently and positively.
* Signing the Home School Agreement (See Appendix 2).

**The Role of the Community**

The School liaises with a range of bodies, as appropriate, to support and promote positive relationships. These may include:

* The Church Community
* Educational Psychologist, CAMHS and Speech & Language Therapy
* Fire Service and Community Police
* Shops/Businesses

**Understanding the School Rules**

Each teacher will lead a discussion about the rules and class contract at the beginning of the school year. Below gives some ideas of things that might be covered by each rule but these should be decided with the children at an age appropriate level. e.g

|  |  |
| --- | --- |
| **Ready** | * Looking at the person who is speaking * Coming into the classroom promptly in the mornings and after playtime/lunchtime * Good listening * Getting involved in class/group discussions * Facing new challenges * Being resilient * Wearing correct uniform |
| **Respectful** | * Being kind and polite * Caring for school property and the property of others * Being honest * Following instructions the first time we are asked * Waiting our turn to speak * Showing good manners * Keeping the school rules * Understanding that not everybody has the same views |
| **Safe** | * Keep hands and feet to ourselves * Walk inside school * Use lesson resources / playground equipment for what they are supposed to be used for * Four chair legs on the floor * Know and follow the fire procedures * No play fighting * Treat other people kindly |

**Consequences**

Natural and logical consequences are those that relate to the context of the behaviour that has taken place. Punishments or consequences that have little connection to the child’s behaviour can be meaningless, ineffective and can feel coercive, which can result in a long term negative impact. Consequences, however, can be useful, when used in the context of effective nurturing practice. Where possible, consequences should be relational and educational. When children and young people see the natural or logical consequence of their actions this can be help them to learn about the impact of their behaviours

Natural consequences are those that would tend to occur as a natural response to behaviour, e.g. other children stop playing with the child if they are not cooperative.

Logical consequences tend to be decided upon by adults and are characterised by being related, respectful, reasonable and helpful.

|  |  |
| --- | --- |
| **Related** | Ensure that the action following the incident is connected to the incident e.g. efforts to repair what is damaged, or tidy what has been messed up |
| **Respectful** | Ensure that the consequence does not shame or humiliate the child. The adults accept that the child already feels bad and doesn’t focus on blame, e.g. the adult may allow the child to have some choice in the consequences used. |
| **Reasonable** | Ensure that the action following the incident is appropriate to the child’s age and stage, e.g. enhanced supervision is organised after behaviour that has failed to take into account the safety or regard of others |
| **Helpful** | When the child has learned something about the impact of their behaviour – restorative approaches may be included within this. |

Examples might include:

* **Related** – if you knock over a pencil tub you tidy it up.
* **Respectful** - asking the child/young person what they think should happen next.
* **Reasonable** - child has to stay with an adult at break-time because of unsafe behaviour.
* **Helpful** -when a young person has a conflict with a peer – they are guided to mend the relationship with the peer and have learned about the impact of their behaviour.

Consequences can be linked back to core expectations of the school, class and wider society. It can be useful to remind children and young people about the rights of others in the community when discussing natural consequences.

Both restorative approaches and the use of natural and logical consequences can fit well within a relationship-based approach as they are about helping children and young people learn about the impact of their behaviour and are not used purely for punitive purposes. Consequences that help young people to learn about the impact of their behaviour are more likely to reduce the likelihood of a reoccurrence of the behaviour.

Our policy is based on encouraging children to make sensible choices and putting things right when possible. If a child breaks a school rule the following steps should be followed with children moving to the next point if the behaviour continues or worsens:

|  |  |
| --- | --- |
| 1. **Recognise** | Reminder of what rule has been broken.  “*Are you ready and showing respect*?” |
| 2. **Remind** | Reminder of the rule that has been broken and issue a verbal warning which comes with a choice.  “*You are talking when you should be listening, which does not show respect*.” |
| 3. **Resolve** | Request to correct the behaviour.  *“Please stop interrupting, or there will be a consequence, you may have to pay back time the time that you are wasting during break.”* |
| 4. **Reflect**  **and Repair** | A consequence will be issued which reflects the actions. The behaviour will then be discussed with the adult and consideration given as to how best to repair the problem.  e.g. *miss a break, apologise to those that have been affected, decide what you need to stop/start doing.* |

**Communication with parents**

To ensure we work in partnership with parents, this information will be shared through a note home (See Appendix 1). This should be completed by the teacher who has issued the consequence steps, who may wish to highlight which rule was broken. The note should be brief and signed by the member of staff. The parent should then sign and return the note to school within two days. If the note is not returned, a text message should be sent asking the parent to respond to the note or contact the member of staff.

**Serious Breaches of the Promoting Positive Relations Policy**

For more serious behaviour e.g. causing physical harm, damaging school property, which goes beyond breaking the rules, the adult dealing with the situation will need to use their professional judgement over the best course of action ensuring the safety of children and staff first. A restorative discussion will also form part of the process. School Management Team can support staff on what action is best.

Consequences for serious behaviour will depend on the age, stage and understanding of the child. These may include:

* A verbal warning by the Head Teacher or Depute Head Teacher as to future conduct.
* Withdrawal from playground for a period of time.
* Communication with parents informing them of the problem.
* A meeting with parents.
* Communication book or system.
* Multi agency meeting involving parents and support agencies.

**Children “Beyond”**

A few children may be beyond normal incentives and consequences. These children may be unable to recognise the normal boundaries of behaviour. They can be distressed, unhappy, angry or traumatised. To help children break out of this negative pattern, agencies will work cooperatively to support the individual needs of the child, so that they can experience success.

**Disengagement**

A child who is not responding or responding inappropriately may need processing or “*cooling off”* time. In this situation giving space to the child may prevent further escalation.

**Admissions, Attendance and Exclusion**

Please refer to North Ayrshire Council’s policies on Admissions, Attendance and Exclusion.

**Draft process and consultation period**

In order to help monitor the effectiveness of this draft policy, we will review its effectiveness through observation, reflection and evaluation. The policy will be reviewed in consultation with staff, parents, children and other school partners. This policy complements North Ayrshire Council’s Promoting Positive Relations document.