



St Timothy's

Primary School, Nursery Class and LCSC

At St Timothy's we Belong Together in a Loving, Respectful and Happy Family

Love Nurture Learn Respect Belong Safe Achieve

Promoting Positive Relationships Policy (Draft)

St Timothy's is a Catholic Christian school – all interactions with and between children, young people and adults must reflect this and respect the dignity of each individual as a unique person created in the image and likeness of God.

We have worked with all staff, pupils and stakeholders to create our Vision Statement and Aim which are above and which are reflected throughout our Positive Relationships Policy. All of our children belong to a house and the house system should be referred to in the promotion of positive choices, along with our BE CALM certificates.

At St. Timothy's P.S we promote a whole school nurturing approach within a supportive and inclusive environment. Central to this are good relationships developed within a positive ethos in a climate of mutual respect and trust based on shared values. Central to this we ask the children to

BE CALM

Behaviour Effort Cloakroom Attitude Lines Manners

This policy should be visible throughout the school.

All of the children are members of a house – house tokens should also be used to praise the children and to re-inforce positivity.

Creating a Positive Learning Environment

There is an expectation that all children and staff will be

Ready

Respectful

Safe

These principles, along with the **Principles of Nurture** and the **RRSA Class Charter** should underpin the ethos of the class. The **Class Charter** should be agreed and signed by the teacher and pupils. It should be displayed prominently in the classroom next to our vision where it can be referenced. The children should also have a means of communicating to the teacher how they are feeling on a day to day basis. This could include, depending on the age and stage of the child;

- A worry box
- Circle Time
- Soft start
- Scaffolded self-regulation

Responsibilities

All staff will:

- Establish a positive ethos within the class which is centred on Gospel values.
- Establish positive relationships with all children.
- Establish clear classroom organisation, rules and routines
- Ensure the learning environment remains tidy and well-organised
- Encourage children to take responsibility for managing their behaviour.
- Identify strategies for those children requiring additional support to manage their behaviour. (Please see Appendix 2)
- Ensure there is a space available for children to have some space to regulate their behaviour if required

- Establish clear boundaries and have high expectations of acceptable behaviour
- Encourage and support restorative conversations
- Revisit school values and charters as appropriate
- Undertake a feelings check-in with learners every day
- Help children to build resilience skills.

Pupils will:

- Establish positive relationships with others
- Fully understand and exhibit the school values
- Follow classroom routines
- Accept responsibility for managing their own behaviour
- Build resilience skills and participate in restorative dialogue when required
- Show respect to staff, other pupils and other users of the school
- Undertake leadership roles where appropriate

Parent/ Carers will:

- Work in partnership with and support the school and other agencies as appropriate, to address and resolve any difficulties which may arise.

Expected Behaviour within School

1. Children will line up quickly and quietly ready for staff to collect promptly when the bell rings.
2. Children should come into school in their line quietly led by their teacher.
3. Children will walk in their line quietly in the corridors and on the stairs.
4. Children will exhibit good manners to all e.g. holding doors, saying, 'Good morning', 'Thank you' etc.
5. Children will be Safe, Ready and Respectful
6. All staff should encourage, praise and reward expected behaviour

Steps to Positive Behaviour

- All classes agree classroom charters for pupils and staff with their class teachers.

Where a child is having difficulty engaging with the above;

- Reminder of the Class charter agreed by all class members
- Use of behavioural supports and interventions at class level – these should be detailed in the child's GIRFMe plan and any RfAs completed
- Contact made with parents made by class teacher, with support from the management team if required, to discuss planning to support the child
- If no change in behaviour, assistance requested from the management team
- Informal contact with parents (telephone call, conversation at gate)
- Formal contact with parents, further planning put into place. This could include a Positive Response Plan or a Request for Assistance either to the Educational Psychologist or a partner agency.
- If the child's behaviour continues to give cause for concern a 2nd formal contact will be made requesting a meeting with parent/carer, CT and SLT. If still no improvement in behaviour, a meeting should be arranged to discuss further planning and support for the child, involving outside agencies where appropriate.

List of Appendices

1. Summary of restorative approaches
2. Examples of interventions
3. Examples of response script
4. GIRFMe plan – master and exemplar
5. Request for assistance forms
6. BE CALM certificate
7. Letters

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Appendix 1

Restorative Approaches

All communities are based on relationships. Restorative approaches are a way of working with children to help understand why acceptable behaviours have happened, the impact of those on others and how we can mend the relationship and move on.

In St. Timothy's P.S we use key questions to support these conversations:

Ask children to speak in turn, without interruption – all have a chance to talk

1. What happened (your side of the story)?
2. How did you feel? (encourage more than 'sad') AND / OR
What were you thinking at the time?
3. What can _____ (other person) do to make you feel better / fix this / help you both move on?
AND / OR What needs to happen to put things right?
Allow discussion / could shake on it / high five
4. How do you feel now? (encourage more than 'happy')

E.g. of additional possible questions

What has been the hardest thing for you?

How did your actions affect others?

What have your thoughts been since?

Appendix 2

Examples of interventions

- Praise and reward
- Nurture Base
- Individual response plan/ script
- Individual target sheet
- Identify trigger points
- Calming activities
- Deliberate ignoring of low level behaviours
- Distraction techniques
- Individual work space
- Thinking Time/ Time Out
- Positive Peer Interaction/ modelling good behaviour

Appendix 3

Scripted Response

Adult should stay calm:

“I can see from behaviour that you are not coping/ not happy/ not managing/ upset.

I need you to calm down so that you are ready, respectful and safe.”

Encourage the child to move to a quiet area (thinking time/ seat/ area) and give time to calm down.

“I can see that you are calm now and are ready to join back in with the class/ activity/ lesson”.

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