

**ST. PAUL'S**  
**CHURCH OF ENGLAND**  
**PRIMARY SCHOOL**



**ENGAGE - INSPIRE - ACHIEVE**



**Positive Relationships Policy**  
**September 2022-23**

## **POLICY STATEMENT**

At St. Paul's we believe that everyone is created in the image of God and is of infinite worth. The school's positive behaviour policy is based on Christian values. In our Christian community, relationships are based on these core values: loving, caring attitudes; concern for the whole person; justice and respect for others. Reconciliation and forgiveness are central to the Christian gospel and the notion of a fresh start is a key part of the school's behaviour policy.

## **LINKS TO OTHER POLICIES**

The Positive Relationships Policy links to the following school policies:

- Safeguarding and Child Protection Policy
- Child on Child Abuse Policy
- Staff handbook
- Equality Policy
- Anti-Bullying Policy
- E-Safety Policy.

The following national guidelines should also be read when working with this policy:

- **Behaviour and Discipline in Schools DfE 2016**  
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- **Keeping Children Safe in Education DFE 2022**
- **Working Together to keep children safe HM Government 2018**  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)
- **School Exclusion DFE 2017**  
<https://www.gov.uk/government/publications/school-exclusion>
- **Use of Reasonable Force in Schools DFE 2013**  
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

## **AIMS AND PRINCIPLES**

The primary aim of The Positive Relationships Policy is to promote good relationships and positive behaviour, so that people can work together with the common purpose of helping everyone to learn. It exists as a statement of good practice to covers all aspects of school that contribute to the development and maintenance of good behaviour and a positive ethos both inside and outside the classroom.

Effective positive behaviour management is essential for the smooth running of the school where learning and the well-being of children is at the heart of everything

we do. Good behaviour is based on mutual respect for the needs of the children, staff and the care of our environment.

As a school, we recognise the importance and need to teach and model the required behaviour and we do this explicitly through PSHE, Citizenship, Building Learning Power and the wider curriculum as well as implicitly through examples set in school.

All members of the school are expected to contribute to and help maintain an atmosphere conducive to learning with courtesy and consideration for others as basic requirements, allowing teachers to teach and children to learn.

#### **AIMS:**

- Students will be encouraged to develop positive behaviour for learning in recognition of its importance as a lifelong skill.
- To provide a safe, happy and friendly environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.
- To enable staff to support children with their behaviour through providing students with strategies to manage their own behaviour.
- To maintain a calm and purposeful working atmosphere.
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- To provide a clear, fair and consistent approach to behaviour.
- To foster, nurture and value strong and healthy relationships.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.
- To teach pupils to understand, accept and tolerate difference in individuals (but not when they are having a meltdown)

#### **Principles of Positive Behaviour Management:**

The theory of Positive Behaviour Management is based on the basic assumptions of rights and responsibilities in the school.

1. Children have the right to learn
2. Teachers have the right to teach
3. Everybody has the right to safety
4. Everybody has the right to dignity

Everybody has the responsibility to ensure that we can all enjoy our rights.

The aim of our behaviour policy is to have a fair and consistent way to establish a safe, orderly, positive environment in which teachers and children learn.

The process consists of three parts:

- The School's Golden Rules
- Positive recognition - in the form of 'Rewards' for pupils that follow the Golden Rules
- Consequences - in the form of 'Sanctions' for pupils who choose not to follow the rules

The overarching principle follows the Event and Response model. Event + Response equals an outcome. (E + R = O) This is based on the understanding that if children improve their responses to events that happen in their lives, both at home and in school, they can also improve their outcomes, whether personal, professional or academic.

This approach helps children;

- Change how they think about themselves and events
- Learn how their beliefs and values impact on our responses
- Supporting them to be empathetic and respect difference
- Help them deal with setbacks, be resilient and to take care of themselves when times are tough
- Encouraging them to seize opportunities, step outside their comfort zones and set big goals

## **Responsibilities**

Positive behaviour management is the responsibility of all staff and the wider school community. It is a co-operative venture: we work as part of a team.

- Mutual support, consistency and communication are an essential component of this teamwork.

## **Role of Staff**

Every member of the school community has a responsibility to ensure positive behaviour. All staff are responsible for the behaviour and actions of children in their care and should use a range of effective strategies and sanctions to maintain an orderly environment for learning.

In dealing with matters of behaviour management, staff should always:

- Establish a relationship of mutual respect with children
- Deal promptly and personally with all matters of inappropriate behaviour
- Apply a consistent approach
- Act justly and fairly and be seen to do so

It is the responsibility of the Class Teacher, Teaching Assistants and Welfare Assistants to ensure that the school rules are enforced in classes, and that their class behaves in a responsible manner during lesson time and at lunchtime to allow all children to learn in a safe and welcoming environment. This includes working quietly and behaving respectfully in all areas of our school.

All staff in our school 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. They treat each child fairly and enforces the classroom code consistently and with respect and understanding.

The class teacher reports to parents about the progress of each child in their class, in line with this policy. The class teacher will contact a parent if there are concerns about the behaviour or welfare of a child.

When pupils do not comply with specific directions it is easy for staff to focus on the pupils who are not doing what they should be doing. This creates a negative environment in the classroom and sends the message that the best way to attract attention is by engaging in inappropriate behaviour. At St. Paul's, this is not the message we want to communicate - we aim to keep the emphasis on the positive by focussing on those pupils who are doing what they are supposed to do. This technique is called behavioural narration. E.g. the teacher gives a direction as follows: 'Everybody please line up for worship.' Now they look for pupils who are following directions and point out their actions by narrating the appropriate behaviour: 'Andrew is lining up quietly. Ellen is in line, too.'

This technique reinforces the positive behaviour of pupils who are following the directions and reminds the pupils who are not yet following them what they should be doing and keeps the emphasis on the positive rather than the negative. The goal is to acknowledge every pupil every day.

However, we understand that occasionally children will behave inappropriately for whatever reason. When children display this behaviour, there are several layers of consequences in place to encourage them to manage their behaviour in a positive way. As a practitioner you should always thinking 'all behaviour is communication' and what is the child trying to communicate. We realise that sometimes this can

be different for every child who has their own packet of needs so may look different in each individual case.

- As much as all classrooms embody the nurturing ethos, some children who need extra support may access Nurture provision (e.g nurture through TA support, access to the Owl's Nest, place in Blossoms class). This may be on an ad-hoc basis in that there has been an unforeseen circumstances (such as a bereavement, traffic accident, family breakdown) that has affected a child's wellbeing. Other children who need more specialised support. They will have a short-term set timetable of time to spend in nurture provision before being integrated back into their class.
- Children can be identified by class teachers as needing extra emotional support. This may result in a children receiving extra support from: play sessions, play therapy, lego therapy and counselling and sensory room time.
- Children who need extra support will have behaviour plans. These plans will be written and reviewed by the child's class teacher. They will reviewed at the end of each term but can be adapted any time.
- Staff to log incidents online using CPOMS. DSL's will hold weekly meetings to decide the best course of action based on the patterns they have noticed for individual children.
- The context of the situation is to be always taken into account.
  - **A child is not to be defined as naughty.** It should be explained to the child that they have made a wrong choice. You should link your rationalisation about the situation to the behaviour actions and not the child e.g. I don't like the choices you just made, you are better than that.
- Children should be supported through a difficult period by the adults in school and the situation should be viewed as a teachable moment. Children should know that they are not defined by an event. They are allowed to make mistakes and can learn from them. Once a situation is dealt it is finished and this needs to be clear to the child.

### **Role of Parents/Carers**

At St Paul's we work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Parents should be aware of the crucial part they have to play in ensuring appropriate behaviour in school

We explain the school rules in the school prospectus, and we expect parents to read these and support them. At all times children should be encouraged to take responsibility for their own behaviour.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher. If these discussions cannot resolve the problem, parents may wish to involve the Chair of Governors by following our complaint policy.

### **Role of the Governing Body**

The Governing Body of St Paul's has the responsibility of agreeing these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head teacher in carrying out these guidelines. The Governing Body has a duty to monitor the effectiveness of the school's policy and to form as a Governor's Disciplinary Committee with a clear role and guidelines for action which meets as required.

The successful implementation of this policy depends on full participation by all members of the school and wider community.

### **GOLDEN RULES**

The Golden Rules apply to all aspects of school life and are as follows:

At St. Paul's we treat others as we wish to be treated ourselves by being:

- Ready
- Respectful
- Reliable
- Responsible

### **What we do to encourage good behaviour:**

- We make clear our expectations of good behaviour.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We set, by example, high standards of behaviour.
- We deliver P.S.H.E.E including 'circle time'.

We recognise good behaviour both privately and publicly through rewards and incentives, these include:

- Verbal praise.
- Positive, supportive and constructive written comments on work.
- Sending children to show good work to another teacher or the Headteacher.
- Awards are given weekly for exceptionally good work.
- Awarding of team points, Dojo's and stickers for good work and behaviour.
- Incentive schemes set up for individual pupils - where necessary.

### **What we do if a child misbehaves:**

- We ask them to stop misbehaving.
- Where necessary, we discuss incidents with the children involved.
- Where possible, we encourage children to try to resolve disagreement themselves.
- We encourage children to take responsibility for their own behaviour and reflect on their choices.

### **REWARDS AND SANCTIONS**

Both rewards and sanctions will be used by **all** staff to promote a positive ethos in the school and every lesson should incorporate praise and encouragement of pupils.

#### **Rewards**

Encouragement, praise and reward are an essential part of positive behaviour management.

'Praise me more, criticise me less, I'm still learning' is a phrase to be borne in mind.

#### **1. On Going Awards**

- Praise and smiles
- Thumbs up
- Stickers
- House Points
- Ready to Learn behaviour system
- Dojos and all existing individual class rewards. These will vary from class to class and from Key Stage to Key stage and will be age appropriate

**Class Dojos-** these can be awarded for any aspect of learning or behaviour. Staff can set the 'skills' rewarded to suit the needs of their class. These should include Building Learning Power skills such as perseverance and managing distractions.

**Ready to Learn Behaviour Ladder-** Explained further in the policy

#### **2. Weekly Awards**

- Dojo Awards
- 'Learner of the Week' Certificates or any other class awards linked to behaviour/ learning
- Topic Award
- **Values Award-** Each week staff will look for children who have displayed an element of our values for that half term (e.g. generosity). These children are celebrated weekly with a certificated during our Celebration Worship.



- Weekly Spelling and Maths Champions
- Weekly reward awards- Hot chocolate and a biscuit during story time

#### End of Term Awards

- Outstanding Behaviour Award - 1 per class
- Outstanding Achievement Award - 1 per class
- Class related Dojo Awards

#### End of Year Awards

- 100% Attendance Award - certificate and badge
- Achievement Awards - Gold, Silver and Bronze Badges
- Overcoming Adversity Award

#### Sanctions

For children who 'choose' not to follow the Golden Rules a system of consequences must be in place. These sanctions must never be physically or psychologically harmful. They are not to embarrass or humiliate the pupil either.

Obviously, the Sanctions and their enforcement must take into account the age and maturity of the child and as such there exists different procedure for the EYFS Unit, Infant Unit and Junior Unit.

#### Whole School Behaviour Ladder



All classes in school follow the 'behaviour ladder' using the Ready to Learn system. All children start the lesson at 'Ready to Learn' and then move up or down the ladder according to their behaviour.

### **Repeated or persistent misbehaviour**

Where there is repeated or persistent misbehaviour, the following will apply

#### **First time:**

A look / a gesture / a word / point to the displayed rule / move closer to them / encouragement / focus on work rather than comment on misbehaviour (i.e. what's the next thing you have to do?)

#### **Second time:**

Verbal acknowledgement of unacceptable behaviour using the following; Name and question/ reminder of the rule / repeat the instruction / clear description of desired behaviour / warning of the implication of breaking the rule one further time.

#### **Third time:**

Verbal acknowledgement of unacceptable behaviour stating:

- i) that this is the third request for compliance
- ii) ii) an explanation of why the observed behaviour is unacceptable
- iii) iii) immediately as the third warning is given the child's name is moved onto **Think About It**.

#### **Fourth time:**

If the unacceptable behaviour continues then the child's name is moved onto '**Teacher's Choice**' and the member of staff can then choose an appropriate sanction such as:

- A number of minutes kept in at playtime.
- Being moved.
- Completing unfinished work at playtime/golden time.
- Loss of privileges such as whole class/school events.
- Children must also complete a reflection form.

#### **Fifth Time:**

If the unacceptable behaviour continues then the child's name is moved onto '**Parental Contact**' and parents should be informed about their child's behaviour either by a phone call home or at home time or through an arranged meeting. If needed, a member of the SLT may need to be contacted for the child to have 'time out'. This should be the Unit Heads in the first instance followed by the Assistant Heads. If the behaviour displayed is deemed to be 'serious', then Mrs Horrocks or Mrs Charlesworth should be contacted.

However, if the child's behaviour improves then the child is praised and asked to move themselves back to Teacher's Choice then Think About It and then again back to Ready to Learn. It is imperative to 'catch children being good' to reinforce the positive behaviour we expect, so that they get every opportunity to move back down before sanctions are imposed. At the end of each morning and afternoon session in EYFS and KS1 and at the end of the day in KS2, all children will go back to Ready to Learn and start the next session forgiven and forgotten with a 'fresh start'.

### **Good Behaviour**

If children are consistently behaving well and making the correct choices, then they can be moved up to Good Day and then rewarded by being given other class rewards. If they do something outstanding, then they can move to 'Great Job' and then to 'Classroom Superstar'. Classes can decide on the rewards given when children move up the ladder.

### **Monitoring Behaviour File**

Each class should have a monitoring behaviour file which contains reflection sheets as a record of any negative behaviour. Each child should have their own section and all sections will be relevant for that child. If other children are involved, then separate records should be made. No other names should appear on the sheets for confidentiality reasons. Any reoccurring behaviour issues should be logged via CPOMs, discussion should be held with the unit heads and regular contact with parents.

### **Child on Child Abuse**

**Child-on-Child abuse** is defined as abuse between children under 18 years of age.

**St Paul's CofE Primary** has a **zero-tolerance approach to abuse**, including child-on-child abuse.

**St Paul's CofE Primary** will refer to the specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures. [5.31 Peer Abuse \(proceduresonline.com\)](https://www.proceduresonline.com)

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenging inappropriate behaviour between peers and will not tolerate abuse as "banter" or "part of growing up".

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse - this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence - this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe. This process will be continually reviewed by the DSL / SLT.

Staff will follow these procedures, as well as the procedures outlined in the school's Anti-Bullying Policy and Exclusion Policy, where relevant.

**St Paul's CofE Primary** and DSL's will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident

- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues.

**Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:**

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff)
- Risk assessments will be recorded and kept under review as a minimum termly
- Refer to guidance in Keeping Children Safe in Education Sept 2022, Part 5

## **Exclusions**

For more serious incidents the child will be seen immediately by the Head teacher and fixed term exclusion may be given in line with LCC policy.

## **Searching pupils**

School staff can search pupils with their consent for any item. Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a “prohibited item”. Prohibited items are: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, any item banned by the school rules which has been identified in the rules as an item which may be searched for.

## **Use of reasonable force**

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Head teachers and staff authorised by the head teacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules. **Under no circumstances** should force be used as a punishment. This is unlawful.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

**POLICY REVIEW** the Positive Behaviour Policy will be reviewed annually as part of the overall Safeguarding and Child Protection Policy review.

This policy will be ratified by the Governing Body in September 2022

**Signed by Mr M Whittaker (Temporary Chair of Governors)                      Date**

**This policy will be reviewed on or before the following date: September 2024**

We are a Rights Respecting School. The United Nations Convention on the Rights of the Child (UNCRC) is at the heart of everything we do. The UNCRC articles which are particularly relevant to this policy are:

