



St Andrews Primary School

Positive Relationship Policy

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St Andrews Primary School Positive Relationship Policy

– An Excellent Education for all –

“If people are good only because they fear punishment, and hope for reward, then we are a sorry lot indeed.” Albert Einstein

Rationale:

St Andrews Primary School aims for all its pupils to be well-motivated and self-aware learners, who can self-regulate their emotions and conduct themselves appropriately in a range of situations. We also aim to create an ethos and an environment in which our pupils feel safe and in which they can learn to interact respectfully in an age appropriate way with others. We want our pupils to develop into responsible citizens, playing an active part within the school as well as in local and wider communities. Underpinning this, we would like all adults to be positive role models. We believe that all members of our school community deserve to be treated with dignity and respect.

Our Key Aims:

At St Andrews we aim to enable pupils to:

- Own their behaviour and be accountable for all their behaviour choices.
- Respect the rights of others to learn, to feel safe and be treated with respect.
- Build a workable respectful relationship between staff, pupils and parents

School Rules:

1. Ready
2. Respect
3. Safe

The rules have been chosen to respect and protect the rights of others to learn, be treated with respect and to feel safe.

What is the St Andrews Approach to Positive Relationships?

We start with the behaviour of us the adults. We aim to reach a level of consistency across the school. We create a platform for change based around the one behaviour we can control...our own.

Therefore, we believe all adults must be fully engaged in managing and modifying behaviour. As a result, everybody is expected to have high standards, nobody 'walks past'.

Humiliation in any form plays no part in our approach. Learners are respected, regardless of their behaviour. Therefore, adult behaviour will never be compromised by learner behaviour. Adults strip out all negative emotion/response when dealing with challenging behaviour.

Recognition of our pupil's hard work and self-regulation is our focus not prizes. Recognition systems will acknowledge pupils effort on an individual and collective level.



Our approach is shaped around the 95% of learners who arrive everyday keen to learn and eager to please: the silent majority.

We don't believe the 5% of the most troubled learners are 'behaviour problems'; they need a different approach: one that is not based on a set of increasingly large sanctions. Learners are never able to 'power play' with adults. There is no 'them and us' culture. School micro scripts are used to intervene with poor behaviour.

Learners are only passed on to the Head Teacher after step 4. We have routines to ensure teachers at the classroom level remain in charge of the incident.

Due to this our approach, there are no punitive measures. Therefore, adults and learners have structured restorative conversations.

For our 5% of most troubled pupils, emotion coaching methodology and emotion works resources will be used to develop self-efficacy and self-regulation strategies. This may be delivered on a one to one or small nurture group basis.

The decisions made in developing positive relationships at St Andrews are intended to:

- Ensure that all children have equal opportunity to learning and lessons.
- Ensure that pupils can work in a safe environment with no unnecessary personal or social barriers to focus and learning.
- Recognise behavioural norms.
- Ensure that when things go wrong that children have an opportunity to repair mutual trust between the child and the teacher and/or other child.
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions
- Ensure that all children have opportunities to make good, intelligent behaviour choices and to take responsibility for their choice

Practice

Principles that guide decisions at St Andrews Primary are:

1. Calm, consistent adult behaviour – visible consistency, visible kindness
2. First attention for best conduct – promote and reinforce the behaviour expectations by clear and pertinent praise, for effort and going 'over and above'
3. Relentless routines – teach and model routines and rituals.
4. Scripting difficult interventions – privately delivered, the scripted intervention focusses on the behaviour choice, offers the opportunity to reframe behaviour and take up time.
5. Restorative follow up – punishment does not teach better behaviour, restorative conversations do. All behaviour challenges must be followed up, restored and relationships repaired.



How we put principles in action – Staff

At St Andrews all adults manage behaviour consistently, acknowledging that the only behaviour we can control is our own.

All staff will:

1. Meet and greet at the door to develop, promote, and maintain positive relationships.
2. Refer to 'Ready, Respectful, Safe' when challenging behaviour.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout daily lesson.
6. Be calm and give 'take up time' when going through the steps. Prevent before consequences.
7. Follow up every time, retain ownership and engage in reflective discussions with learners.
8. Never ignore or walk past learners who are not following school rules and routines.

Head Teacher is not expected to deal with behaviour incidents in isolation, but to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Head Teacher will:

1. Meet and greet learners at the beginning of the day
2. Be a visible presence around the school to encourage appropriate conduct, especially at break and lunch times
3. Support staff in returning learners to learning by sitting in on restorative meetings and supporting staff in conversations
4. Celebrate staff, leaders and learners whose effort goes above and beyond expectations
5. Regularly share good practice
6. Use behaviour data to target and assess school wide behaviour policy and practice.
7. Regularly review provision for learners who fall beyond the range of written policies
8. Encourage use of Positive Notes and Positive Phone Calls
9. Ensure staff training needs are identified and targeted

Steps in guiding behavioural leadership

Redirection:

The adult firstly controls their own behaviour/reaction. Emotional patience coupled with short, informal but stepped and progressive interventions should be tried before the following stages are followed using a consistent (age/stage appropriate) intervention script.

Reminder (Recorded as 1st warning)



An adult will give the child a verbal reminder to make good choices. A reminder of the expectations for learners **Ready, Respectful, Safe** delivered **privately** to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

Caution (Recorded as 2nd warning)

An adult will give a further reminder to the child and this may also be visually represented in some way. A clear verbal caution delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue. The child has a choice to do the right thing. Children will be reminded of their good previous good conduct to prove that they can make good choices.

Scripted responses could be used at this stage.

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it breaks. " I noticed you are....." "It was the rule about being"
- Tell the child what the consequences of their action will be. Refer to previous good behaviour/learning as a model for the desired behaviour." You have chosen to" "Do you remember yesterday when you..... that's the child I need to see today"
- Walk away from the child; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

Definition of Consequences

- At St Andrews consequences for poor pupil choices are designed to raise pupil awareness of their own behaviour choices to help them take responsibility and self-regulate their own behaviour.

Consequences may include:

After steps 1-4, Reminder (stage 1), Caution (stage 2), Time out (stage 3), Moved to a different arranged class (Stage 4):

- Missing minutes of social time
- Withdrawal of responsibilities
- Staying with adult during play/lunch times
- Exclusion from after school activities

All consequences should be age and stage appropriate and delivered/supervised by adult in charge of behaviour incident.

Time Out (Recorded as Stage 3)

Give the child a chance to reflect away from others. Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so.



The child should leave the room if s/he needs time to calm and/or diffuse the situation. Calming strategies will need to be taught and modelled to all children.

Moved to another class (Recorded as Stage 4)

At this point the child will be placed in another pre-arranged classroom for the remainder of the lesson.

Repair and Rebuild

A restorative meeting should take place as soon as possible. This will include a discussion about the child's behaviour choices, reconfirming the rules, why we have them and agreeing future behaviour. The main point of this meeting is repair mutual trust between the child and the teacher. If the child does not engage or the reconciliation is unsuccessful the teacher should call on support from the Head Teacher or Principal teacher who will support the restorative process.

A **Serious incident** is an incident or a series of incidents that threaten the safety of the child, his or her peers or that of an adult that may lead to an exclusion.

Exclusion

An exclusion from our school is very rare and is only used in extreme cases. It only happens when all tried strategies and sanctions have been unsuccessful. Parents are fully informed of their rights to appeal against the decision to exclude. The behaviours and circumstances that might result in a child being at risk of an exclusion are explained in our OIC exclusion policy

Other Policies to be referred to – Anti-Bullying Policy, Equalities Policy, Inclusion Policy Safeguarding policy, Exclusion

Celebration of Good Behaviour and Work

Good behaviour is intimately connected to pupil engagement and achievement.

Achievement assemblies provide a forum through which good behaviour and work can be shared and celebrated. Certificates may be presented. Pupil commendations will be read out. Any member of staff can nominate an individual pupil or a group of pupils to receive a commendation. This can be for a pleasing performance, an aspect of school life, work or behaviour which goes beyond that which is normally expected. Commendations will be added to the pupils Seesaw learning journal.

House points are also award by staff to pupils and grps of pupils who exemplify the values of the school. P7 House Captains collect the points and announce totals during our achievement assemblies.



Promoting good behaviour in class

To promote good behaviour in class, teachers will employ a variety of techniques and strategies to engage pupils. Differentiated, engaging, and stimulating learning experiences are proven to lead to better behaviour. Teachers may use, verbal praise, stickers, House Points, notes to parents via the learning journals. Teachers will establish class rules and boundaries within their classrooms. Circle time and Health and Wellbeing activities helps to have a positive impact on pupil behaviour. Circle time allows all children the chance to share their thoughts and concerns in a non-judgmental and secure environment. Daily emotional check-ins help staff to gauge pupils' feelings. Knowing what is likely to upset a child can de-escalate problems before they arise. Should problems arise all staff have been trained in restorative practices which ensure that pupils are encouraged to consider their actions towards one another both emotionally or physically. Staff will support children to resolve problems and children will often work with each other to solve the dispute. Every child is encouraged to talk to any member of the school team if they have worries. The school team will help the child with their worries.

Appendix 1

Anti-Bullying Summary

You can't expect to like everyone you meet, and that's okay, but turning that into actions, threats, shouting abuse or posting nasty comments is not okay.

What is bullying?

Bullying is when someone deliberately and intentionally hurts, upsets, or has negative power over another person or people

Bullying can be:

- Verbal—name calling
- Social—being left out
- Mental—threats, pressure to conform
- Physical—assault
- Material—Stolen possessions / damage
- Cyber—text, email or social media

Our aim is to make sure that all children are aware that bullying is wrong and we will not stand for bullying. This awareness is a key factor to ensuring that bullying does not take place. Anyone can be bullied. A person who is bullied will feel a variety of emotions. We encourage children to TELL SOMEONE and don't keep their emotions bottled up.



Reporting a bullying incident

Listen patiently to the child and take it seriously. Give reassurance that the problem will be solved. Investigate sensitively and patiently. Remember both the child experiencing bullying behaviour and the child displaying bullying behaviour need support. Try to find out facts. Do something to stop the bullying.

These are the steps we intend to take as a school in regard to the pupil who has displayed bullying behaviours:

Summary of Procedures for Dealing with Incidents of Bullying

- Inform HT and decide on what the next steps are who will be responsible in carrying these out
- Information gathering—speak to all parties involved and note their version of events
- Gather information from witnesses
- Gather information from other staff members if appropriate to situation
- Consider previous events and experiences taking individual needs into account
- Talk through the events using restorative questions
- Once information has been gathered and an incident of bullying has been confirmed, speak to the young person experiencing the bullying and ask them what they would like to happen next
- If appropriate bring children together after accounts have been gathered to discuss the impact the behaviour has had, and to discuss the way forward. Adult acts as a mediator.
- Consequences may be applied during the mediation process. The following principals will inform this decision.
 1. Related: Where possible the consequence is related to the behaviour
 2. Reasonable: The consequence is proportionate to the seriousness of the incident
 3. Respectful: Respect is kept intact for both parties
- Inform parents – taking account of the child's wishes (If any concerns regarding child's safety (emotional or physical) parents will be informed.
- Complete a noting concern form and attach relevant notes
- Record incident on Seemis within three days bullying being confirmed
- Continue to monitor the situation and agree times to check in with the children involved, if appropriate
- Update parents, children and any others involved, review noting concern and close case on Seemis

Depending on the nature of the report a number of these steps can be skipped, and pupils can ultimately be excluded if the nature of the incident merits this course of action.

The child experiencing bullying behaviour and the child displaying the bullying behaviour may both require support. This may be done in several ways:



- Discussion with parents
- Support from staff, with individual planning
- Support from Mrs Hancock —Support for Learning Teacher
- Solution Focused meeting to bring support for the child through outside agencies
- Whole class focused support on friendships, feelings and conflict
- Whole class discussion

Appendix 2

Procedures for dealing with indiscipline in the playground

In all cases staff will listen before making judgments and aim to treat the children fairly and appropriately. We shall use restorative questions if appropriate to the situation. Staff will always try to de-escalate behaviour.

Children are supervised in the playground by non-teaching staff.

Playground rules:

- **Ready**
 - Ready to play in a way that other children enjoy playing with you.
 - Be friendly making sure no one is left out.
- **Respect**
 - Be kind and respect all members of our school community
 - Listen and do what the playground supervisors ask. They are there to help us and keep us safe.
 - Use positive and encouraging language
- **Safe & Responsible**
 - Scrap on scrap
 - Observe the boundary rules.

If you break the rules, consequences for choices will be applied. You may be asked to come into school and sit outside the staffroom. Playground Supervisors will inform the class teacher. The class teacher may contact the parents to discuss the matter. If the child is inside repeatedly the head teacher will contact and discuss with child's parents. If the offense is serious or continues the head teacher will request a meeting with parents. **It's important to remember that fall-outs and disagreements are a normal part of life... we can't get on with everyone all of the time.**

Appendix 3

Restorative Practice

What is it?

This is a way of making things better between people. The helper is neutral and helps all sides talk through what has happened and helps them find a way forward that they are both happy with.

How does it work?



The helper checks that the people involved want to find a way forward, then invites them to come and talk about it. They go somewhere quiet and away from other people, so it is more private, and everyone feels safe.

The helper goes over the “ground rules” and checks that they still want to go ahead. The helper asks each person in turn to say what happened. They may need to check what people mean, but don’t say what they think about what they are hearing, even if they think it was wrong. The helper asks them each what they thought and felt when that happened. The helper can also ask them who else was affected by what happened, and how they were feeling.

Next the helper asks them what they are feeling and thinking now that they have heard what the other person/ people said.

The helper can sum up what has been said, and mention things that sounded, important in moving things forward, checking that this is what the people meant.

The helper asks them all in turn what they think they could do to help put things right and stop it happening again.

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The helper asks them all in turn if they are happy with what has been suggested and if they think they can do it (they might want some help or need something else to happen as well).

Then the helper asks them to come back and say how they have got on in a few days’ time. That can be a similar conversation with a chance to make a new plan if necessary.

A restorative conversation will have several phases:

- Welcome
- Explore
- Reframe
- Possibilities
- Goals– the what?
- Strategies—the how?
- Contract
- Review / Closure
- Next Steps.

Restorative Practice Script for Helpers

You do not need to use the exact words the meaning and the tone is the important thing.

Introduce yourself and your role:



My job is to help your sort this out and find a way forward that you're all happy with. Let's go and talk it through at the ... (place)"

Go over the ground-rules:

"There are a few rules we will all follow: First everyone will get a chance to speak, and we don't interrupt—Ok? I will listen to each of you but I won't take sides. The purpose of this is to find a way forward that you're all happy with"

Hearing the stories:

To the first person— "Can you tell me what happened?" "And what were you thinking when that happened?" "And what were you feeling at that time?" "Who else was affected by what happened and what do you think they thought and felt?" Ask the second person and anyone else involved the same questions.

Reflecting on the stories:

To the first person—"Now you've heard what... (name), said, what is that making your think? ... and what are you feeling now?" Ask the second person the same questions.

Reframing/Summing up:

Say, " So what I'm hearing is..." especially including anything that sounded like things could move on. Check this is what they were meaning.

Working out the plan:

Ask them together- "Now, what do you think you could do to make things better?" (wait and let each person speak) "Is there anything else that needs to happen?" (wait) "Are you all happy with that?"

Arrange a review:

"That sounds like a good plan. Let's see how it works out—can you all come and tell me how it's going in a couple of days' time? - what about (say which day and when)?"



Appendix 4

Positive Relationship Summary



- *We are committed to excellent education for all* -

Stepped Consequences
(in private)

A number of class or individual non-verbal reminders may have taken place before stepped sanctions.

Reminder of rule
Ready, Respect, Safe

Warning
Choices outlined

Last chance
30 second intervention using a scripted response, give take up time

Time-out
Short time outside to reflect on behaviour. If necessary pupil to be supervised by another class teacher

Repair and rebuild
Restorative conversation with teacher / head teacher (during break time/ lunch time)
Class teacher to call home / Seesaw message)

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Script (Rehearsed redirections)

I've noticed that you are... (distracted, wandering around, shouting out, chatting)

It was the rule about being ... (ready, respectful, safe) **that you have ignored**

Today I need to see you as you were when... (refer to a time when the pupil was engaged/polite/ cooperative/ diligent)

You can choose to... (settle to work, move to an agreed seat, work respectfully with your group) **or you will move to time out**

Thank you for listening... (listening or other appropriate behaviour)

Restorative Questions

1. The facts
 - a. What has happened?
2. The consequences
 - a. Who has been affected by and how
 - b. What needs to be done to make things right?
3. The Future
 - a. How can we do things differently in the future?

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