

POSITIVE RELATIONSHIPS POLICY

MISSION STATEMENT

We are growing together on our journey of achievement with Jesus in our hearts, heads and hands.

POLICY STATEMENT

At St. Joseph's Catholic Primary School we aim to provide an accepting, affirming and just environment for our children. As part of this environment we need to provide a Positive Relationships Policy that will ensure that the dignity and worth of each member of our community is respected. This policy is to be read in conjunction with our Anti Bullying, Physical Intervention/ Positive Handling and Safeguarding Policies.

POLICY AIM

The St. Joseph's Catholic Primary School Positive Relationships Policy intends to develop a whole school approach to student behaviour. It will assist in the development of a school climate that expresses what is important about discipline. The Policy aims to encourage positive management of student behaviour.

We aim:

- To value each other and develop mutual respect,
- To develop skills of self-control and self-discipline,
- To create an environment that supports learning,
- To build a community where all feel valued, safe and secure.

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1. IMPLEMENTATION

To assist in the implementation of the Positive Relationships Policy the following protocols will be adopted:

Staff should endeavour to:

- Know the language used by children that underline the United Nations Convention on the Rights of the Child.
- Apply the School Rules and Class Charter according to school policy.
- Clearly establish 'Rights and Respecting' throughout the school (Diagram 1).
- Understand any underlying reasons for a child's behaviour.
- Maintain a sense of humour.
- Follow up and follow through – be consistent, fair, firm but kind.

- Intentionally minimise embarrassment and hostility.
- Maximise the children's choice over behaviour.
- Value every pupil irrespective of ability, race, gender, age or achievement.
- Have high expectations of behaviour and work from all pupils.
- Encourage independence and self-discipline.
- Give equal access to all children i.e. time and attention.
- Form positive relationships with all pupils.
- Reward and praise good behaviour.
- Help children understand that it is the behaviour that is unacceptable not the child.
- Be aware of the model they present to pupils, remembering that all contact, formal and informal, contributes to standards of behaviour.
- Utilise a wide support - peer, administration, parents.

The teaching staff should:

- Teach children that they have rights under the United Nations Convention on the Rights of the Child. They learn to respect others' rights in all relationships in the community.
- Plan effectively, taking into account the Rights of the Child, any different individual needs and the abilities of all pupils.
- Monitor the effectiveness of the planned activities and maintain effective records on their plans and outcomes.
- Allow children to be grouped in a variety of ways to allow opportunities to develop self discipline and enhance self-esteem.
- Plan for collaborative work to allow decision making skills to develop.
- Continually raise expectation in work, behaviour and dress.
- Plan opportunities for circle time / and PHSCE activities.

Children are to:

- Follow both St Joseph's Catholic Primary School Mission and Values.
- Follow the class charter.
- Know their rights and understand that these rights are always balanced by those of other children.
- Respect and to take care of everyone and everything within the school community.
- Play their part in helping to create a co-operative, contented school.
- Behave in a respectful way towards adults.
- Respect and welcome the Peer Mediation intervention to solve any conflict between peers.

Parents should:

- Support St Joseph's Catholic Primary School's Behaviour Policy.
- Work in co-operation with St Joseph's Catholic Primary School in implementing the Policy.
- Inform St Joseph's Catholic Primary School if there are factors at home that will influence a child's behaviour.
- Inform staff if any bullying incidents arise.
- Inform the class teacher of any general behaviour concerns.

2. DIAGRAM 1

TO ASSIST IN DEVELOPING APPROPRIATE CLASSROOM AND SCHOOL STRATEGIES THE FOLLOWING RIGHTS, RESPECT AND RULES WILL BE EMPLOYED

<p style="text-align: center;">RIGHTS</p> <p>It is the right of the child to :</p>	<p style="text-align: center;">RESPECTING</p> <p>The child should learn to respect:</p>
<p>Communication</p> <ul style="list-style-type: none"> • Express themselves • Share ideas • Ask questions <p>Treatment</p> <ul style="list-style-type: none"> • To expect to be treated with respect • Be treated fairly and equally regardless of religious, cultural, racial or sexual differences <p>Safety</p> <ul style="list-style-type: none"> • Be free from intimidation in school and classroom • Be safe and secure • Have property protected <p>Problem Solving</p> <ul style="list-style-type: none"> • Expect rational settlement of problems • Be able to tell their side of the story <p>Environment</p> <ul style="list-style-type: none"> • Enjoy a clean, safe and wholesome environment <p>Learning</p> <ul style="list-style-type: none"> • Learn without interference • Learn at their own pace • Learn in a responsive environment 	<ul style="list-style-type: none"> • Participation of all • Ideas of others <ul style="list-style-type: none"> • Good manners and established procedures • The opinion and feelings of others • That all have equal rights <ul style="list-style-type: none"> • Treating others as they themselves would like to be treated • A safe and secure environment <ul style="list-style-type: none"> • Alternative solutions • Those with problems <ul style="list-style-type: none"> • Their own property • The school's property • Other people's property • And the school grounds <ul style="list-style-type: none"> • Those working to their best ability • Others and their individual gifts and talents • Their part in a positive learning environment

3. ST JOSEPH'S CATHOLIC PRIMARY SCHOOL CHARTER

Children are expected to follow our simple code:

DIAGRAM 2

<u>ST JOSEPH'S CATHOLIC PRIMARY SCHOOL RULES</u>	
We are gentle	and will try not to hurt anyone
We are kind and helpful	and will try not to hurt the feelings of others
We are honest	and will always be truthful
We work hard	and will not waste our lesson time
We look after property	and will look after our belongings and those of the school and others
We listen to people	and will not interrupt

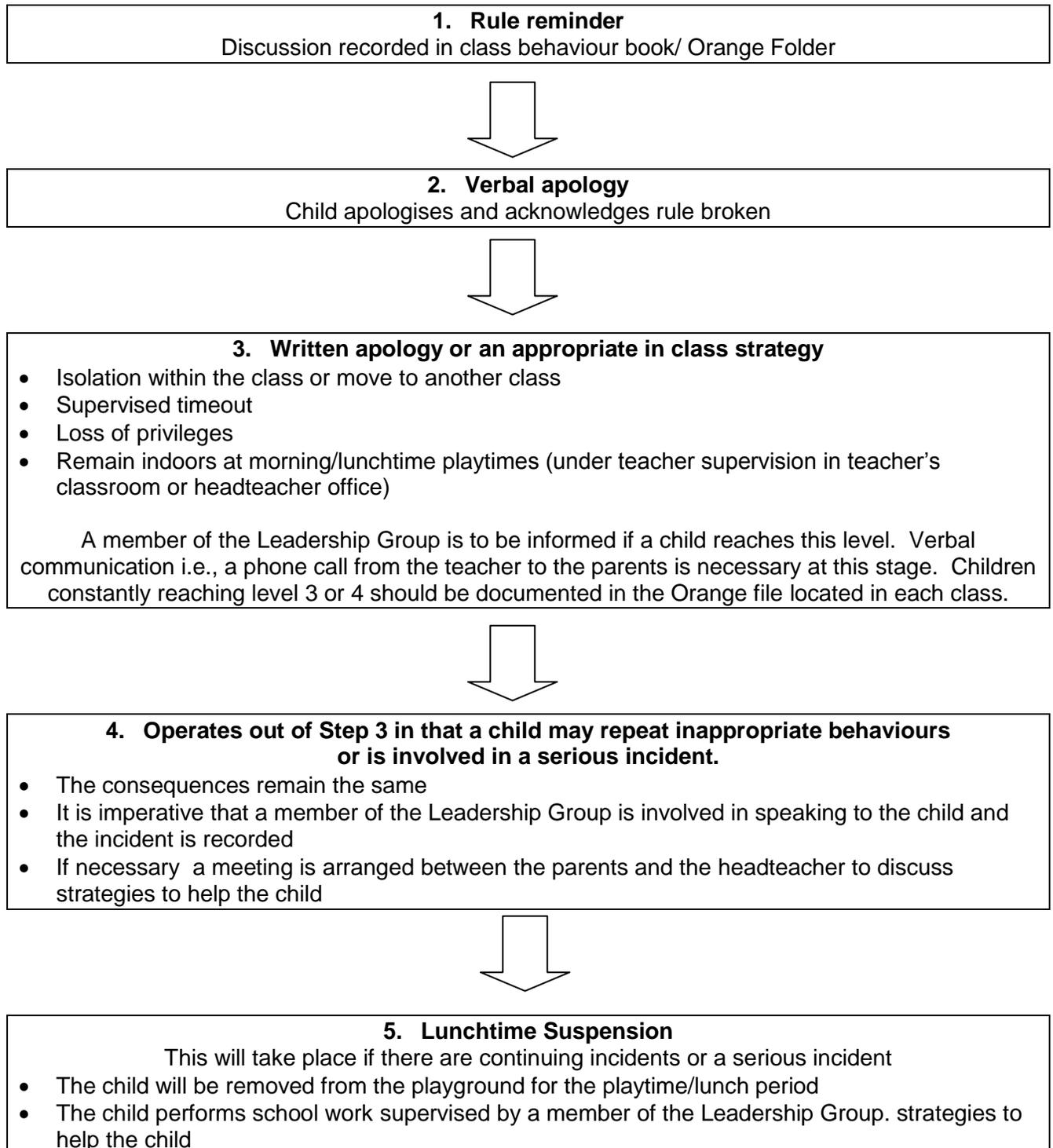
4. GOLDEN BOOK

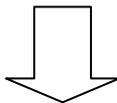
The school operates a 'Golden Book'. The children's achievements and good behaviour are rewarded with an entry in a special book. This is kept in the school reception area for all to see and entries are read out and celebrated with the whole school during assembly.

If a child is misbehaving, a discussion will be held with the child and reported in the orange class folder.

5. FLOW CHART OF AGREED CONSEQUENCES

In the interests of consistency and fairness the following flowchart is a guide to a procedure that would normally be followed when caring for the children. However it is acknowledged that the children are to be treated as individuals and therefore some cases may require special consideration.

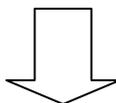




6. In School Suspension

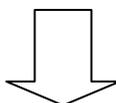
If the above consequences do not cause the child to change their behaviour then there will be a need to undertake this step.

- The parents will be notified of the suspension and the reasons why
- The suspension will be supervised by the Headteacher/member of the Leadership Group
- It will take place during school hours, with the child remaining off the playground at break time and lunchtime
- Another interview will be arranged where the Parents, Headteacher/Leadership Group and the child will again discuss strategies to curb the behaviour(s)
- There may be a loss of privileges such as excursions, school activities
- Conditions remain active at the discretion of the headteacher
- Counselling is recommended
- If necessary a meeting is arranged between the parents and the headteacher to discuss strategies to help the child



7. Fixed Term Exclusion

- DfE Guidelines:
- 'Improving Behaviour and Attendance' Guidance on Exclusion from Schools and Pupil Referral Units – October 2004



8. Permanent Exclusion from the School

- DfE Guidelines:
- 'Improving Behaviour and Attendance' Guidance on Exclusion from Schools and Pupil Referral Units – October 2004

Policy drafted by J Dunlop.

This policy is to be reviewed annually.

Policy to be the responsibility of the Curriculum and Standards Committee

Approved by the Governing Body	25 th January 2017
Chair of Governors signature	Jennifer Farrell
Date	24 th February 2017
Review date	Autumn 2017