



# Positive Relationships Policy

## Policy Review Details

This policy will be reviewed by the governing body in accordance with the Policy Review Schedule

Date of Issue: September 2024

*J. C. Tyers*

Chair of Governors' Signature

Headteacher's Signature

Date of next review: September 2025

### Positive Behaviour developed through positive relationships

At our school we have three key expectations:

**READY**

**RESPECTFUL SAFE**

These expectations are used to promote positive behaviour and learning by encouraging and developing positive relationships throughout the school community. **Staff will model these expectations through ALL interactions at school.**

Our approach is committed to **safeguarding** and promoting the positive emotional and physical health and well-being of every individual involved in our school.

At St Paul's Primary School we work towards creating a learning environment that is accessible for all and a classroom culture that is READY, RESPECTFUL and SAFE.

We view ALL behaviour as a means of communication.

We believe that all children learn best within a positive classroom environment where relationships are built on mutual trust and respect.

We adopt the **PIP** (PRAISE IN PUBLIC) and **RIP** (REPRIMAND IN PRIVATE) approach in ALL aspects of daily school life.

At St Paul's we welcome the interest and close involvement of all parents/carers. By choosing to send your child to our school, we expect that you will support the school's positive relationships policy. If there are any concerns about your child, you will be involved at the earliest opportunity.

## QUALITY FIRST TEACHING

Through QUALITY FIRST TEACHING the majority of needs can be met within the classroom environment.

### These strategies include:

- Using a calm and consistent approach with firm, fair and explicit boundaries
- Starting each school day with a MEET and GREET at the classroom door
- Remembering to use the PIP ad RIP approach at all times
- Establishing consistent routines that will help to alleviate anxiety
- Reminding children of the READY, RESPECTFUL and SAFE expectations at all times.
- Using positive language
- First attention to best conduct
- Believing that all children can succeed
- Using our agreed school reward systems (Dojos, praise slips, Special Mentions, stickers and verbal praise)
- Providing an organised, clutter free learning environment
- Utilising appropriate styles of groupings
- Differentiating learning activities
- Implementing carpet places and lining up orders that are reviewed regularly
- Ensuring that all learners are supported by adults where needed when being directed to tasks
- Giving clear instructions using a variety of methods
- Referring to the class visual timetable and pre-empting change
- Ensuring there is an appropriate level of challenge in the learning

## OUR TIERED APPROACH TO POSITIVE RELATIONSHIPS

### TIER 1-MAKING IT WORK

When children find some aspects of school challenging, every effort will be made to **make it work** before any warning or sanction is issued.

Teachers and Teaching assistants will use a range of strategies to meet the needs of individual learners when they are struggling.

Where more specific/individualised support is necessary, strategies will include:

- Being clear on a personal level of what is expected
- Giving reminders to help the child to remain engaged
- Chunking of activities and/or instructions
- Regular breaks
- Placing adults within close proximity to children where needed
- Seating children with a supportive learning partner
- Checking in with children at key points in the day
- Making time to listen and support individual learners
- Moving children within the classroom if necessary
- Using more personalised incentives (sticker chart/sticker strips)
- Using individual NOW and NEXT boards
- Using TASK PLANS
- Issuing jobs to support individual needs (morning job to support the child struggling with transition)

## TIER 2

There are times when children may choose to distract other children from their learning. Communication with the child at this point is crucial and conversation should always highlight the school expectations.

Adults must listen and they must try to understand.

Is the work too difficult?

Does the child understand the instructions?

Has the child had a difficult and/or traumatic morning/break?

Has something happened at home?

Is the child feeling unwell?

Has the child fallen out with friends?

Adults must question whether there are any unmet needs or relationship difficulties within the classroom (TIER 1)

Once it has been established that the child is making a choice, the adult will give the child a VERBAL WARNING.

This warning must focus on the undesirable behaviour and not the child. There must be direct reference to the undesirable behaviour along with clear reminders of the READY, RESPECTFUL and SAFE expectations

This must be done as quietly and with as much subtlety as possible. Remember **PIP** and **RIP** at all times.

Threats should not be made. They are ineffective and can cause the escalation of undesirable behaviours.

### **TIER 3**

If the child chooses to continue with the same undesirable behaviour, the adult will repeat Tier 2.

At the end of the session, the adult will quietly ask the child to remain in the classroom to speak to them. The conversation must focus on the undesirable behaviour and its impact and not the child. The conversation must end with clear reminders of the READY, RESPECTFUL and SAFE expectations. The child will be aware that they are missing their own free time for the conversation to take place.

### **TIER 4**

If the child chooses to continue with the undesirable behaviour following on from the TIER 3 conversation, the child will then be escorted to Y2, Y5 or Y6.

They will remain in that classroom until the end of that session.

The teaching in that classroom must not be disturbed.

Work should arrive with the child and the delivering adult is responsible for setting the child off.

There must be little to no interaction with the child.

Remember **PIP** and **RIP** at all times.

At the end of the session, the child's teacher, must hold a restorative conversation with the child. The conversation must focus on the undesirable behaviour and its impact and not the child. The conversation must end with clear reminders of the READY, RESPECTFUL and SAFE expectations.

At the start of the next session, the child's teacher must welcome the child back, making it clear they are liked and valued. The new session should be viewed as a fresh start.

There are four sessions in a school day. Restorative conversations must take place at the end of each session where a child has spent time in another classroom. In the case of session four this would be before the child leaves at the end of the school day.

**TIER 4 MUST BE RECORDED ON CPOMS AND THE  
CHILD'S PARENTS MUST BE MADE AWARE VERBALL OF THE EVENTS**

**PHYSICAL AGGRESSION AND/OR ABUSIVE LANGUAGE**

Any physical aggression or use of abusive language (including inappropriate hand gestures) should result in the child being taken straight to a member of the Senior Leadership Team.

Appropriate sanctions will be decided upon once the restorative conversation has taken place.

The incident will be recorded on CPOMS.

The child's main care giver should be informed if the above has taken place.

If a pattern starts to develop a conversation should take place between SLT (including SENDCO) and the class teacher to determine next steps.

**CPOMS**

CPOMS is a tool to record any safeguarding concerns, as well as behaviour incidents. Entries on CPOMS are written as professionals, referring to staff as Mr/Mrs..... . The entries will provide factual information about the incident.

A: Antecedent – what was happening before the behaviour

B: Behaviour – what behaviour we saw

C: Consequence – what happened immediately after the behaviour

**Playtimes & lunchtimes**

The READY, RESPECTFUL and SAFE expectations remain in place at all times.

Adults on duty must:

- Ensure that all children are READY, RESPECTFUL and SAFE
- Encourage and teach new games
- Space out around the playground and field
- Be vigilant
- Use positive language at all times

- Remember PIP and RIP at all times

Adults on duty should be proactive and intervene to prevent the majority of friendship disputes.

These key phrases should be used when resolving friendship issues;

What happened?

What were you thinking?

How are you feeling?

Who has been affected?

What is needed to make things better? How can we move forward?

### **Addressing Undesirable Behaviour**

Adult intervention must focus on the undesirable behaviour and not the child. There must be direct reference to the undesirable behaviour along with clear reminders of the READY, RESPECTFUL and SAFE expectations.

If the undesirable behaviour continues, the child will be given a clear warning along the lines of:

“I have already spoken to you about \_\_\_\_\_ which is not ready, respectful or safe behaviour. I need you to stop that now and I will be watching you to make sure that happens”

If the undesirable behaviour continues the child will be asked to accompany the adult who will say:

“Come with me. Thank you”

The child will be taken to Mrs Tyers or Mrs Lavin who will hold a restorative conversation with the child. The conversation will focus on the undesirable behaviour and its impact and not the child. The conversation will end with clear reminders of the READY, RESPECTFUL and SAFE expectations. Should a consequence be necessary, this will be issued by Mrs Tyers or Mrs Lavin and they will feedback to the class teacher.

Mrs Tyers or Mrs Lavin will log the incident on CPOMS.

### Tier 5 – A High Level of Concern

If there is significant concern about a child, parents must be regularly informed so that there are no surprises.

If there is significant concern about a child an informal meeting will take place and a bespoke support plan will be formulated. Initially this will involve the class teacher, teaching assistant, Mrs Tyers and Mrs Lavin however accessing external agencies might be discussed.

Class teachers will be responsible for overseeing support plans and monitoring progress through discussion with other adults including welfare staff.

Support plans will be reviewed regularly but at least every 6 weeks.

Again, parents must be aware of the outcome of any discussions and their views must be taken into consideration.

Where the involvement of outside agencies is deemed appropriate, parents will be invited to discuss this with the class teacher and Mrs Reid.

In extreme cases where a child's behaviour indicates a risk to others an **Individual Risk Assessment** will be completed and shared with the family.

This policy must be read in conjunction with the following school policies:

- The Safeguarding Policy
- The SEND Policy
- The Exclusions Policy
- The PSHE Policy
- The Equalities Scheme