Shipbourne Primary School

Positive Relationships Policy

Compiled by:	Date: July 2022
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Aims

At Shipbourne Primary School we strive to promote positive relationships and effective behaviour for learning by:

- o Encouraging a calm, purposeful and happy atmosphere within the school where effective learning and teaching can take place.

- o Nurturing positive caring attitudes where achievement at all levels is acknowledged and valued.

- o Providing a clear, shared understanding between children, teaching staff, support staff, parents and governors leading to the development of a consistent approach to positive relationships and exemplary behaviour throughout our school.

- o Giving children the tools to recognise, regulate and take responsibility for their own behaviour choices.

Principles

There are certain principles upon which our Positive Relationship Policy is based:

- o We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable and not the child.
- o Children are taught to take responsibility for their own learning and behaviour, and to realise that there are clear expectations during the school day.
- o We are dedicated to helping children to recognise, address and take responsibility for their choices.
- o We believe it is our duty to promote, encourage and celebrate positive relationships and exemplary behaviour within the school.

Equal Opportunities

- o It is understood that children will be at different stages of their social development and that children who have disabilities which affect their ability to manage social situations will need to have this policy differentiated. When this is the case, these children will have a Personalised Provision Plan, Individual Positive Relationships Plan or Positive Handling Plan, which will detail interventions as well as individual steps that will be taken to support positive behaviour and enable children to make good choices. These plans are drawn up by the SENCO, Head of School and class teacher, in consultation with parents and outside agencies.

British Values

British Values underpin all that we do at Shipbourne Primary School. Children are encouraged to use these values to:
- ~ Develop their self-knowledge, self-esteem and self-confidence.
- ~ Distinguish between right and wrong and to respect the rules of the school and wider society.
- ~ Accept responsibility for their behaviour, show initiative and contribute positively to other people's lives.
- ~ Show an understanding and tolerance of different faiths and cultures.
- ~ Respect other people and the need for democracy.

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Positive Relationships through our school ethos

At Shipbourne Primary School we endeavour to promote positive and effective learning, behaviour and relationships through our simple school ethos:

Nurturing life-long learners!

All staff know that children will not be able to progress or succeed to their full potential unless their basic and psychological needs are met. Therefore, positive relationships sit at the heart of our school ethos. The focus is to have open, secure and transparent relationships with children and their families, to ensure that they are safe, valued and happy. This, in turn, will ensure progress and success for all.
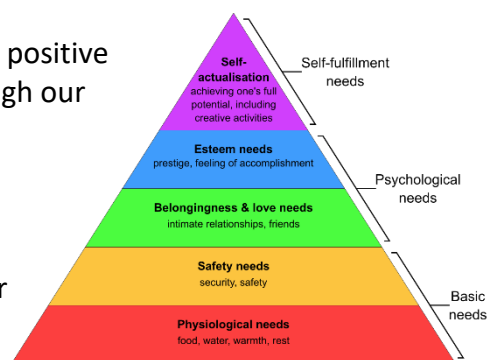
Positive Relationships Strategies

A range of strategies are employed to support all children in managing their relationships and consequent behaviours:

- All adults consistently follow the Behaviour Blueprint at all times.
- A range of teaching styles are used in class to meet the children's various learning styles.
- Work and resources are adapted to ensure that the children's individual needs are met.
- Children are given clear boundaries that are consistently enforced to keep them safe.
- Whenever possible, children are informed in advance of changes in routine.
- Timetables and expectations are shared daily.
- Staff work closely with parents and carers to establish positive relationships.
- A range of activities are organised at lunchtime to develop positive play.
- Alternative arrangements are made for children struggling during break and lunchtimes.
- Positive relationships/behaviour for learning are acknowledged and encouraged consistently throughout the school day.
- Children are encouraged to take responsibility for their own behaviour and make the right choices.
- Each year children, parents and the school agree to an updated Parent Partnership Agreement.
- Zones of Regulation are used across the school, embedding a common language to help children to recognise and accept their feelings and emotions; they encourage children to take responsibility for improving their mood or behaviour through strategies and toolkits.

Our Expectations

We expect all adults to:
- Consistently follow the Behaviour Blueprint and Positive Relationships Steps.
- Model correct behaviour.
- Build positive relationships.
- Help students learn how to behave.
- Recognise, praise and, if appropriate, reward correct behaviour.
- Support each other in adhering to this policy.
- Make learners feel valued, important and that they belong.
- Frequently refer to the school's agreed standards and behaviour blueprint.
- Avoid confrontation, be calm and give time for pupils to respond appropriately.
- Be a visible presence around the school and address all behaviour issues they witness.
- Meet and greet students at the start of the day.
- Be ready! Ensure key routines and lessons are well planned and executed for all students (resources, support, clear deadlines, clear expectations and success criteria, appropriate groupings, challenge, use of reflective questioning and reflection).
- Where possible, eg. first thing in the morning or after break, books and equipment will be ready on tables and lessons will always be well planned, prepared, resourced and challenging to avoid disruption.
- Start each lesson in a similar way and give instructions so that children know what to do and what learning to expect; ensure that expectations at the start of every lesson are clear, welcoming and consistent.
- Use non-verbal and visual cues to support ready responses and to limit the amount of spoken instructions for regular routines.
- Use a recognition board in class and keep this regularly updated with examples of exemplary behaviour.
- Recognise positive behaviour by consistently awarding team points, sending home post cards and notes and awarding weekly certificates and termly Star of the Term.
- Follow up incidents with restorative conversations.
- Refuse to shout.
- Discuss children where needed in private and not negatively as a group.
- Promote fantastic walking.

Parents'/carers' responsibilities are to:
- Make children aware of appropriate behaviour in all situations.
- Encourage independence and self-discipline.
- Show an interest in all that their child does in school.
- Be aware of and support the school rules and expectations

At Shipbourne Primary School, we have three golden rules which, when followed consistently, will lead to happy life-long learners:

Make good choices	Own our behaviour	Be kind

We strive for all of our community to:
- Be proud to be a part of Shipbourne School
- Be polite and act appropriately, wherever they are and whatever they are doing
- Model respect and polite manners
- Ensure body language and tone are positive
- Look after their property and that of others
- Remain fair and consistent
- Take pride in their appearance, environment and learning
- Communicate politely, kindly and calmly, taking time to listen to others
- Respect others' beliefs and opinions
- Be ready for every activity

At Shipbourne Primary School, we reward positive behaviours using the following systems:
1) A simple 'Well done' or smile is enough most of the time!
2) Each class will have one collaborative reward system in place which will be contribute towards whole school Team Points, with each child being a member of one of four school teams: Egyptians, Greeks, Mayans and Romans. Each term, the winning Team will receive a Team reward of their choosing.
3) Regular positive feedback to parents will be given verbally on the gate or via postcards and certificates
4) A weekly Celebration Assembly will celebrate individual success; achievements, demonstrating our values; sportsmanship.
5) A Star of the Term will be awarded to one member of each class three times a year and presented at our family church service.

At Shipbourne Primary School, we manage whole class behaviour by using the following strategies:
1) Hands up and fingers on lips
2) Hold up a hand and non-verbal countdown
3) Clapping a rhythm
4) Playing a musical instrument
5) Playing a song/ countdown
6) Verbal responses
7) Whispering- follow the adult's voice

At Shipbourne Primary School, we have consistent routines in place to ensure that all children feel safe, secure and valued.

Routines	Verbal Cues/Recognition	Non-Verbal Cues/Recognition
All children to walk through the school.	Thank you for walking beautifully. That is beautiful walking, well done!	Thumbs up Eye contact Smile
All children must stand up and line up quietly.	Line up quietly, thank you. Sit back down. Let's try again. Well done for lining up quickly and quietly.	Signalling children to stand up by moving palms in an upwards motion Standing visibly at front of line with finger on lips
All staff to have specific areas to greet the children in the morning and at the end of break times with genuine engagement.	Good morning! Welcome back to class. It's lovely to have you back.	Always a warm smile! Taking time to make personal conversation and engage in a short conversation / respond to conversations they initiate
All staff to monitor cloakrooms and toilets during transition times.	Thank you for hanging up your coat on your peg. Well done for remembering to put your book in the box. Well done for walking into the toilet quietly and sensibly.	Thumbs up Eye contact Smile
All children and staff must walk in and out of assembly in silence.	If anything needs to be said to the children, do it with a whisper! If anything needs to be said to each other, save it for afterwards.	Hands up Fingers on lips Thumbs up
All staff and pupils should sit silently and 'smartly' in assembly whilst listening to the music.	Thank you for listening silently to our music. Well done for using this time to reflect and calm your thoughts.	Assembly lead standing visibly at front with fingers on lips Crossed fingers for sitting Point to ears for good listening and eyes for good looking
All staff and pupils to stand up/sit down silently and sensibly when requested during assembly.	Thank you. Let's try that again.	Raise hands upwards for standing up; lower for sitting down
During lesson times, only one child can visit each toilet at a time and only when vital as children reach older year groups.	If you are able to wait until break, that would be helpful. Please wait until your friend has come back.	
When working in the corridor, individuals and groups of children must remember to use a quiet, indoor voice.	Please remember your indoor voice. Thank you for using your indoor voice.	Fingers on lips Sign language sign for little

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	The other classes will appreciate you using your indoor voice. This will help them to learn.	
During playtimes, children should play calmly and kindly, without grabbing, play fighting or rolling around on the floor.	Thank you for choosing a calm game. Thank you for including everyone who wants to join in. Thank you for using gentle hands. Let's stop and talk about how we can make things better.	Smile Monitoring from a range of strategic positions on the playground Visible Taking time to make personal conversation and engage in a short conversation / respond to conversations they initiate
At the end of break times, the bell is rung, and all children should stop and stand silently. When instructed they should walk quietly to their lines, tidying toys and belongings as they go. The children walk to class doors where their teacher will be waiting.	Thank you for walking beautifully to line up. Well done for standing silently, you are showing me that you are ready to learn. Go back and try that again.	Bell Adult to stand at different points in the line each day
At lunch time, pupils should be sent to the toilet/sink to quietly wash hands a table at a time then return to line up to be taken silently to the hall or dismissed calmly to go outside. Second sitting pupils should line up by the staff entrance door when the bell has rung, be given sanitiser by duty staff then led silently to the hall door.	Let's walk into the hall and show everyone our beautiful walking. Thank you for walking to your seat and using an indoor voice in the hall. Let's go back and try that again.	Raise hands to stand up Finger on lips for silence Staff visible at front of line
Staff on duty in the hall to praise children for arriving calmly, using great table manners and indoor voices.	Well done for using your knife and fork. Thank you for lining up patiently Well done for eating all of your lunch Let me show you how to…	A warm smile Thumbs up Lunchtime reward stickers Hand up or clapping rhythm to gain attention
At the end of the school day, staff to send one table group at a time to get their belongings. All children then return to their table and stand silently. Children to be released through classroom doors directly to parents. All Class Teachers to be visible.	Staff to make a concerted effort to be visible when it is for the purpose of praise. Share wow moments from the day with specific parents. Build up a positive relationship from the offset and throughout the year.	When parents need to contacted for negative behaviours, please do this via phone or after school meeting. Always end the day with a smile!

Restorative Practice

Our staff will use restorative practice to support pupils when things go wrong.
- Restorative practice is not the same as restorative justice. Restorative practice seeks to modify rather than change behaviour.
- Restorative practice recognises that everyone makes mistakes but that these can be learnt from.
- Learning is the most important thing we do every day and learning to improve our behaviour is part of this process.

Conflict Resolution and Restoration

When conflict occurs, as it naturally will, we need to give pupils and staff the best chance to get back on track. This includes inside the classroom and during break and lunch time provision.
They need:
- A chance to tell their side of the story
- The chance to express their thoughts and feelings
- An opportunity to understand the perspective of others and the impact of the behaviour in question on everyone
- The space to think about how to prevent a re-occurrence of the behaviour
- An opportunity to accept responsibility for the harm caused
- The space to identify what needs everyone has
- The chance to come up with a plan to meet these needs moving forwards

This restorative conversation will take a three-part structure and will include, but not be limited to, the following restorative language:

INCIDENT- What Happened?	
What happened next?	At that point what were you thinking/feeling?
What has brought us here today?	What was in your head?
What were your thoughts at the time?	What was happening before?
What were you thinking?	Can you tell us more about X?
What do you think about it now?	Can you tell us more about the issues that have
How were you feeling?	brought us here today?
After that happened, what happened next?	And then?
What else?	

IMPACT- Who has been affected?	
Who else had been affected?	If there was, how were they left feeling?
How have others been affected?	Was anyone else involved?
How do you feel now?	What has been the hardest thing for you?
Can you tell us more about X?	Anyone else?
Has anyone else been affected by this?	How have you been affected?
Anything else to add?	

RESOLUTION- How can we move forwards?	
Do you agree with that? What do you need in order to move on from this? Are you OK with that? What will help you to move on from this? Anything else to add? What will it look like when it's done? If you can't do that, what can you do?	What do you think about what has been suggested? How does that leave you feeling? When will it be done? What would that look like? Can you tell us more about X? What else needs to happen?

Positive Relationship Steps

When things go wrong, the following consequences will happen using restorative practice to support all conversations:

Step One	Regular Praise/Positive reminder/reinforcement	Remind the child that you have faith in them and their abilities. Smile at them. Make them feel valued.
Step Two	De-escalation Verbal warning	Sit and support the child/ Provide further challenge/ Swap their seat or learning space/ Give them a job to complete.
Step Three	Quiet, supportive chat (teacher communication with parents via phone call may be necessary)	Take the child outside/to one side where they are not shamed in front of the class. Tell them that you care about them and their learning and you want to help them to do their best. Discuss ways forward.
Step Four	Reflection Time followed by teacher phone call to parents SLT involvement may be required at this step	Child to sit in a safe, private space away from the classroom and reflect on their behaviour (written reflection for KS2). Have you made good choices? Have you shown care and kindness? Have you taken responsibility for your actions? **Record on Safeguard.software including reasons for decision**
Step Five	Communication with Parents SLT involvement	Arrange a face-to-face meeting with parents if the associated behaviour continues. Produce a Personalised Behaviour Plan. For serious offences, move straight to step five. **Record on Safeguard.software including reasons for decision** **Following this, a consequence will be shared and discussed with parents. Meeting to be noted on Safeguard.software**

If the Behaviour Blueprint strategies are still not having sufficient impact, the following steps of the ladder may be put in place.

Step Six	Formal letter to parents	Class Behaviour Report introduced at a meeting with parent(s) and pupil. Behaviour monitored over a period of 4-6 weeks. Letter kept on pupil's file.
Step Seven	Second formal letter to Parents	Headteacher Behaviour Report introduced at a meeting with parent(s) and pupil. Behaviour monitored over a period of 4-6 weeks. Letter kept on pupil's file.
Step Eight	Alternative timetable/provision	The introduction of a reduced timetable or alternative provision timetable for an eight-week period (This may be reviewed with Kent Inclusion Officer and extended if required)
Step Nine	Alternative Setting	Attending Hadlow Primary School for a two-week period, supported by a Shipbourne TA
Step Nine	Managed Move or Permanent Exclusion	Pupil transferred to another local school or setting to be given the opportunity to make a fresh start with their behaviour.

At any point, a child can move back up the ladder if they manage to make marked improvements related to their behaviour and attitudes. They will revert to the previous step on the ladder.

Serious Offences

When a child commits a 'serious offence', following the Positive Relationship Steps may not be appropriate and a different sanction needed. 'Serious' offences have been agreed as but not limited to the following: -

- o Abusive language
- o Physical aggression, including spitting
- o Peer on Peer Abuse (online or offline)
- o Bullying including cyber bullying, prejudice based and discriminatory bullying
- o Wilfully breaching specific health and safety measures
- o Wilful and repeated refusal to accept adult requests
- o Theft or vandalism of property

Should a child commit one of the above offences, parents will be immediately contacted by telephone to notify them that an incident has occurred. A suitable meeting time will be arranged to discuss the incident and agree further actions. The meeting minutes will be taken by a member of the Senior Leadership Team. A personalised programme of support will be put in place for that child and will be reviewed regularly with the teaching team, child and family. Progress, next steps and adaptations to the programme of support will be recorded on Safeguard.Software

Exclusion

On rare occasions where children persistently commit serious misdemeanours or commit an offence that is deemed serious enough:

- An in-school exclusion may be arranged by the Head of School. This requires a child to be isolated from their peers for a set period of time, agreed with parents, under the supervision of the Head of School or member of the Senior Leadership Team. During an in-school exclusion, work is provided by the class teacher to ensure that the child's learning is not disrupted. During an in-school exclusion, separate break and lunch arrangements may be put in place.

- The introduction of a reduced timetable.

- A temporary placement in another local School may be arranged.

- Exclusion is the ultimate penalty for persistent uncooperative behaviour which is seen to be affecting the physical or emotional wellbeing or educational entitlement and progress of other children in the school. A very serious offence where harm is intentional and so considerable that medical treatment is required is also grounds for eclusion. Parents will usually have prior warning that this step is to be taken. The decision to exclude is made by the Head of School in consultation with the Executive Head Teacher. Exclusion can range from one day to a set number of days (fixed term) amounting to a maximum of 45 days in one school year.

- In extreme cases the exclusion may be permanent.

The Chair of Governors and Executive Headteacher are always kept fully informed of all cases of unacceptable behaviour where the possibility of exclusion is being contemplated.

Bullying (see Anti Bullying Policy)

- Bullying is behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally.
- The school does not tolerate bullying of any kind, if we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.
- The term bullying includes all forms including prejudice based and discriminatory bullying.
- Bullying can be face to face or online.
- All accounts of bullying will be logged on Safeguard.Software and reported to Governors.
- Personalised support will be agreed with teaching teams, the DSL and families of the perpetrator and the victim of bullying.
- Bullying is considered a serious offence at all levels.

National standard list of reasons for exclusions

Exclusion Code	Pupil Exclusion Reason	Includes
OW	**Use or threat of use of an offensive weapon or prohibited item**	Carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns, Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property Use of an offensive weapon
LG	**Abuse against sexual orientation and gender identity**	Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender) Homophobic, biphobic and transphobic bullying LGBT+ graffiti LGBT+ taunting and harassment Swearing that can be attributed to LGBT+ characteristics
DS	**Abuse relating to disability**	Derogatory statements or swearing about a disability Bullying related to disability Disability related graffiti, Disability related taunting and harassment
MT	**Inappropriate use of social media or online technology**	Sharing of inappropriate images (of adult or pupil) Cyber bullying or threatening behaviour online Organising or facilitating criminal behaviour using social media
PH	**Wilful and repeated transgression of protective measures in place to protect public health**	Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress

Exclusion Code	Pupil Exclusion Reason	Includes
		such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures which the school has adopted.
PP	**Physical assault against pupil**	Fighting Violent behaviour Wounding Obstruction and jostling
PA	**Physical assault against adult**	Violent behaviour Wounding Obstruction and jostling
VP	**Verbal abuse / threatening behaviour against pupil**	Threatened violence Aggressive behaviour Swearing Verbal intimidation
VA	**Verbal abuse / threatening behaviour against adult**	Threatened violence Aggressive behaviour Swearing Verbal intimidation
BU	**Bullying**	Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability
RA	**Racist abuse**	Racist taunting and harassment Derogatory racist statements Swearing that can be attributed to racist characteristics Racist bullying Racist graffiti
SM	**Sexual misconduct**	Sexual abuse

Exclusion Code	Pupil Exclusion Reason	Includes
		Sexual assault
		Sexual harassment
		Lewd behaviour
		Sexual bullying
		Sexual graffiti
DA	**Drug and alcohol related**	Possession of illegal drugs
		Inappropriate use of prescribed drugs
		Drug dealing
		Smoking
		Alcohol abuse
		Substance abuse
DM	**Damage to property**	Damage includes damage to school or personal property belonging to any member of the school community
		Vandalism
		Arson
		Graffiti
TH	**Theft**	Stealing school property
		Stealing personal property (pupil or adult)
		Stealing from local shops on a school outing
		Selling and dealing in stolen property
DB	**Persistent or general disruptive behaviour**	Challenging behaviour
		Disobedience
		Persistent violation of school rules
		Raising of fire alarms falsely