

St Bernadette's Catholic Primary School



Learn, Live, Believe

Positive Relationships Policy 2023-2025

Reviewed:
Ratified by GB:
Next Review date:

Behaviour Policy reviewed November 2022
New Positive Relationship Policy ratified 9.3.23
March 2025

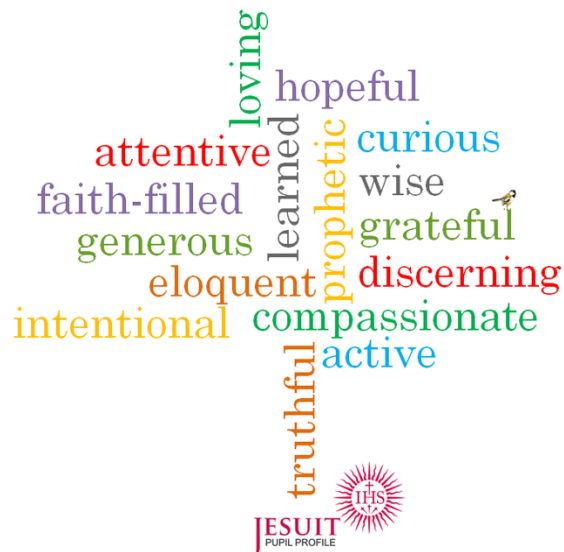


St Bernadette's Catholic Primary School Mission Statement:

*We are a Christ centred community, reaching out
to others.*

We learn, grow and celebrate together.

We bring our faith to life.



Positive Relationships Policy

To be read in conjunction with our policies on Anti-Bullying, Health and Safety, Substance Use and Misuse Policy and Positive Handling Policy.

This document is a culmination of input and feedback from parents, staff, children and Governors. There is an expectation that everyone is treated with respect and courtesy and that rules are followed. The policy at St Bernadette's is underpinned by consistent application of the school rules and the positive monitoring of behaviour.

Introduction:

St Bernadette's Catholic Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our positive relationship policy, guides staff to teach self-discipline and self-control. It echoes our core values of learning, growing and celebrating together with a heavy emphasis on respectful behaviour, which is supported by TLAC management strategies, a partnership approach to managing poor conduct and interventions that support the whole school community.

Our Aims

Our aim at St Bernadette's is to develop positive relationships throughout the whole school community by ensuring that all parties feel;

Safe: To have a safe and supportive environment which encourages the building of positive relationships, self-esteem, understanding and concern for all.

Included: To overcome inequalities and for everyone to have a voice in finding solutions to foster the development of positive relationships.

Ambitious and Capable: To be creative, risk-taking, determined and reflective in all that we do and develop a growth mind set in order to achieve our potential through a wide range of experiences both in and out of school.

Nurtured: For everyone to feel listened to, cared for, supported, protected and valued without judgement and to relate the message of the Gospels to their everyday lives.

Respected: To have positive relationships and everyone's opinions and unique qualities to be respected and valued.

Responsible: For everyone to be proud of and to take appropriate responsibility within our community and be accountable both independently and as a team.

School Rules/ School Charters

The school rules are discussed and reviewed with the School Council and shared with pupils. The School Rules are displayed in each classroom along with our individual Class Charters. Charters are built on the foundations of the school rules and reflect the ethos of the UNCRC. Both the pupils and the staff working within the classroom sign and agree to the Charter each September.

At St Bernadette's our school rules provide a frame of reference, they help the whole school community remember how to build and maintain positive relationships. There are four school rules which have been agreed through discussion between pupils, staff, parents/carers and governors:

Whole School Values and Rules
Respect ourselves Respect others Respect property and places Respect the world we live in
Whole School Visual Consistencies (Non-negotiables)
All to greet each other as they walk past or enter a classroom/office saying bore da/prynhawn da/ BSL.
All adults will consistently model positive behaviour and respect. These explicit behaviours will be brought to the attention of the pupils regularly.

Playground Charter (See Appendix)

The Playground Charter sets expectations for positive relationships during break times and is built on the foundation of the school rules. This Charter is developed through pupil and staff voice and just as the Class Charter, it is agreed and signed by all pupils at the start of each academic year.

Lunchtime Charter (See Appendix)

The Lunchtime Charter sets expectations for positive relationships in the lunch hall and is built on the foundations of the school rules. The Charter is developed through pupil, staff and kitchen staff voice and just as the Class Charter, it is agreed and signed by all pupils at the start of each academic year.

Visits out of school (see EVC Policy)

- School Rules are applied and expected to be followed on every school trip.
- Careful planning and preparation are put in place for any school trip to ensure the safety of all.
- The highest standards of manners and behaviour are expected. Pupils should be reminded that they are representing our school and are ambassadors for St. Bernadette's.

Visitors to School (See Visitors and External Speakers Policy)

- All visitors are to uphold and abide with UK legislation, our school policies and ensure that the Catholic character of St Bernadette's is preserved.

School Rules and our Responsibilities

At St Bernadette's it is our priority to ensure that all children, staff and parents are respectful and responsible. Our whole school mission and ethos is underpinned by the UNCRC which supports each and everyone of our learners to become respectful and responsible members of both the school and local community and **positive modelling from adults is imperative for this to be achieved.**

The Rights of the child are the foundations for our four school rules and each class charter highlights the articles of importance chosen by the children within each year group.

Below you will find our four school rules and the responsibilities agreed on by the whole school community to ensure Children's Rights are being upheld at St Bernadette's and that all parties are treated equally and with respect.

Please also see the Child-Friendly Positive Relationships Policy.

Rules	Our Responsibilities to ensure rights are being upheld for all.
Respect Ourselves	<ul style="list-style-type: none"> ● Try our best in school and at home. ● Communicate our thoughts, feelings and ideas clearly with our friends and our Duty Bearers. ● Join groups and activities that we enjoy and want to challenge ourselves in. ● Share and ask questions about any information that you have found. ● Ask and answer questions respectfully. ● Report any inappropriate behaviour or upset that happens to us as soon as possible. ● Attend school always. ● Arrive to school on time and prepared for learning. ● Share feelings with a trusted grown up if we are not ready for learning for any reason.
Respect Others	<ul style="list-style-type: none"> ● Communicate your views clearly and confidently. ● Always treat others with respect. ● Always listen to others views and show respect, even if you disagree with them. ● Listen when in class to show respect for others that are trying to learn. ● Be inclusive in your clubs – anyone can join the club. ● Ask and listen to questions carefully. ● Treat everybody fairly. ● Treat everybody how you would like to be treated. ● Kindness at all times. ● Be inclusive and welcome everyone to our school.
Respect Property and Places	<ul style="list-style-type: none"> ● Treat my classroom as I would want my home to be treated. ● Take care of any equipment that I am given. ● Present my work the very best that I can at all times. ● Respect the property of others. ● Report any mistreatment of equipment or property to a trusted adult.
Respect the World I live in.	<ul style="list-style-type: none"> ● Respect the views of others. ● Respect the beliefs of others and don't be afraid to ask questions with respect. ● Ask and listen to questions respectfully. ● Respect my school environment and the equipment within it. ● Help celebrate everyone's differences and show respect through words and actions. ● Report any inappropriate actions or words to a trusted adult ASAP.

Rewards

Being positive, praiseworthy and willing to applaud good behaviour and self-discipline is the main approach for encouraging good behaviour. At St Bernadette's, we believe that good behaviour needs to be **recognised and encouraged** by using a variety of rewards, suitable to a pupil's individual requirements. We aim to ensure that all pupils are praised for behaving well and that **criticism is constructive**. Staff reward pupils incidentally and consistently throughout the school day using rewards praised and suggested by both pupils and parents.

Please also see the Child-Friendly Positive Relationships Policy.

Classroom based rewards <i>These rewards are given daily and consistently by all duty bearers within the school. These play a big role in the celebration of day to day achievements within class and in promoting positive relationships.</i>	Celebration awards <i>These rewards are given for the consistent display of positive relationships. They are celebrated throughout the term.</i>
<ul style="list-style-type: none">● Class reward and management system e.g. Star charts, traffic lights system.● Verbal praise.● Stickers and merits e.g. stars on the class star chart.● Acknowledged responsibility in class.● Whole class rewards.● Sharing work with other pupils/teachers/Headteacher.● Ty Pwyntiau (House Points in line with Class Dojos)● Lunch time and playground rewards giving <u>immediate</u> recognition of appropriate behaviour.● Written positive comments within books.● Prize boxes.● Sharing work in front of the class and/or on Twitter.	<ul style="list-style-type: none">● Postcards sent home from the class teacher. Teacher to write and admin staff to post.● Seren Yr Wythnos – <i>Star of the week shared in the Newsletter each Friday. This is also shared via Twitter.</i>● Home/school reward of visit from Welsh mascot (FP)● Celebration Assembly – <i>Celebrates attendance, merits for outstanding work, celebrating co-curricular achievements.</i>● Ty Pwyntiau end of term reward – <i>House with the most points choose a celebratory prize (lunch with the Headteacher, film, extra play etc)</i>● Celebration board in the main hall.

Consequences

When a pupil does not respond to our positive behaviour strategies, which include TLAC, sanctions will be administered. These should be used sparingly, bearing in mind each individual situation and the age of each individual pupil. **As a school we always strive to address the behaviour and not blame the child.**

It is important to understand that some pupils have additional support needs where their behaviour is affected by particular difficulties or from personal challenges they are facing. We have high expectations for all pupils but strategies for managing behaviour will be tailored to individual needs in discussion with parents.

Please find below examples of the behaviours that are unacceptable and which can prevent learning and that do not promote Gospel values:

- *Causing distractions which stops others from working*
- *Calling out when others are trying to work*
- *Not doing as you are told*
- *Disrespect for other children and adults*
- *Being disruptive in anyway*
- *Interfering with another pupil's property*
- *Being physical or aggressive towards anyone*
- *Vandalism/defacement to books and any property*
- *Getting up and leaving the classroom or work area without permission*
- *Use of bad language*
- *Any form of bullying*

Restorative conversations

Building and nurturing relationships is at the heart of a successful and happy school. In this type of environment everyone is more likely to want to work, more likely to achieve and less likely to be hurt or to feel excluded. Repairing the harm done to relationships in the event of conflict and inappropriate behaviour is a high priority in any school.

Engaging with the child to draw a crucial distinction between the person and their behaviour has to be fair and firm. All staff encourage and support the children to take responsibility for their actions and help to work out how to put things right.

By taking part in a restorative conversation we try to:

- **Actively listen and encourage the person to talk by asking questions, supporting, summarising.**
- **Be empathetic (listen for thoughts, feelings, experiences, behaviours).**
- **Use a 'solution' rather than a 'blame' approach.**
- **Have discussions in a suitable location, including all those who were involved.**
- **Be firm but fair.**
- **Be aware of our body language, tone and facial expressions.**

All learners are held responsible for their behaviour. Every member of staff will deal with behaviour and use the stepped actions below for dealing with poor conduct. Pupils are in school to learn so learning time should not be lost through poor behaviour.

The chart below is linear in design however we are very aware that not all behaviours fit such a chart. We encourage staff and pupil 'take up' time between each stepped action. For low level disruption it is not possible to leap or accelerate steps.

Please also see the Child-Friendly Positive Relationships Policy.

3 Steps (In class)	Actions
Redirection	<i>TLAC management – Tracking me, Sitting Star, discrete encouragement etc.</i>
Reminder	<p><i>Reminder of Class Charter agreement which include the School Rules.</i></p> <p style="text-align: center;">Respect ourselves Respect others Respect property and places Respect the world we live in</p> <p><i>Reminder delivered privately wherever possible, deescalate the situation.</i></p>
Warning	<p><i>A clear verbal warning delivered privately wherever possible. Make the pupil aware of their behaviour and clearly outlining the consequences if they continue – stepped actions below. Loss of Dojo's/Ty Pwntiau may be used here also.</i></p> <p><i>*Time in the Safe Space offered to give pupil chance to reflect away from others. It may also diffuse any anger or other big emotions.</i></p>
Action	<ul style="list-style-type: none"> ● <i>Temporary removal from classroom areas to an appropriate year group or separate area.</i> ● <i>Reprimand/discussion with a senior member of staff.</i> ● <i>Loss of playtime or lunchtime during which a constructive activity will be given e.g. tidying up the classroom, completing unfinished work and/or writing a letter of apology.</i> <p style="text-align: center;">Parents will be informed of any negative behaviour and actions (in red) carried out. Staff to ensure that parents are informed discretely.</p> <p style="text-align: center;">All continued negative behaviour is to be recorded to a member of SLT.</p>
Restorative Conversatio n	<i>Give the pupil a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Any discussions with pupils in regards to behaviour are to be recorded in class incident book or My Concern.</i>

If behaviour persists	<ul style="list-style-type: none"> ● <i>Headteacher to be notified</i> ● <i>Class teacher, ALNCo and/or Headteacher will meet with parents to find working solutions</i> ● <i>Class teacher and ALNCo will work with pupil and monitor the child's progress etc.</i> ● <i>Strategies will be discussed and agreed with pupil and parents</i> ● <i>If applicable, access to emotional health and wellbeing activities and resources led by trained staff e.g. ELSA and THRIVE.</i> ● <i>A Risk Assessment will be written and or positive handling plan will be written if necessary.</i> ● <i>Referral to be made for specialist advice and support from the EHWB (Emotional Health, Well-Being Team)</i>
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Any behaviour deemed as unacceptable will be immediately referred to the HT/SLT. This could entail violent and/or aggressive behaviour, use of offensive language etc.

ALN

Positive monitoring and application of agreed behavioural strategies is used as a constructive method of support for pupils with specific challenges. If necessary, behavioural targets will be written in conjunction with parents and reviewed half termly. Advice and support from the EHWB team will be sought and implemented.

Please note:

- If a child consistently misbehaves or acts in an inappropriate manner in an after-school club, then after discussion with the Headteacher, the child could be temporarily, and if the behaviour continues, permanently, excluded from the club to ensure the safety and enjoyment of all members.
- If equipment/objects is/are inappropriately used in school, then they will be removed.

Parents will be informed of negative behaviour at the discretion of the class teacher and/or Headteacher.

The following procedures are to be adopted by non-teaching staff and midday supervisors

- Positive verbal correction indicating acceptable alternative behaviour
- Reprimand for inappropriate behaviour e.g. this may include a verbal reprimand, time-out, working with an adult, temporary withdrawal of play equipment
- Report any incidents of concern to class teachers immediately at the end of the session
- Seek support of teaching staff, a senior teacher or the Headteacher when dealing with an incident which is thought to be of a difficult or serious nature

The Partnership between Parents and School

When children start at St Bernadette's, parents/carers are asked to enter into a Home-School Agreement (See Appendix 1) to work in partnership, to promote good behaviour and to take steps to discourage poor behaviour. This includes reinforcing the school rules and supporting the school if sanctions are considered necessary.

This Behaviour Policy reflects our Mission Statement and aims to encourage positive behaviour and good relations between both pupils, and pupils and staff. This can only be realised with the support of our parents, our homes, parish and all school staff who come into daily contact with our pupils. Even with this partnership approach, it is still possible that the behaviour of some pupils may, from time to time, give increasing cause for concern.

In order to support the school, we expect parents to remember the points below:

- The first point of contact for any parent who is worried about instances of their child's misbehaviour is the class teacher. If the situation is not improved and you have any further concerns, please see a senior member of staff or the Headteacher.
- If the behaviour of another child is cause for your concern, please take this matter to the class teacher. Do not under any circumstances approach another child or their parent regarding your concerns.
- Any dissatisfaction regarding the handling of instances of misbehaviour should follow the school's General Complaints Procedure. The complaints policy is available on the school website or from the school office.

The Role of Governors

The governing body has the responsibility for agreeing the general guidelines on standards of discipline and behaviour as set out in this policy and in reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Positive Handling

At St Bernadette's Catholic Primary School, we work to ensure each individual pupil is able to reach his or her potential. Every child is entitled to learn and every teacher is free to teach in an environment that is safe, secure and free from distraction. The guiding principles to achieve this should be established in the school policy on positive behaviour management.

Staff of St Bernadette's Catholic Primary are committed to providing the highest standards in protecting and safeguarding the welfare of children and young people entrusted to its care. We recognise there is a need in line with Section 93 of the Education and Inspections Act 2006 which replaced the 1996 Education Act Section 550A, to intervene when there is an obvious risk of safety to pupils, staff and property and the published Guidance Document from Welsh Government on 'Safe and effective intervention – use of reasonable force and searching for weapons' 097/2013

For the most part this is achieved through the fostering of good relationships, and the normal application of positive behaviour management to support and intervene. However, in exceptional or extreme circumstances this may involve the use of reasonable force.

It should be emphasised that if used at all, restraint, or positive handling, should be seen in the context of a further positive action of care and concern. In line with School Service advice and guidance, it is used as a 'last resort' option and in the most extreme cases, other strategies will always have been attempted first.

As best practice regarding positive handling this policy should be considered alongside other relevant school policies, specifically those involving the use of reasonable force, behaviour, health and safety and child protection.

Pupil Exclusions

Should the situation arise where there is a need for a pupil to be excluded from the school, St Bernadette's Governing Body shall adopt the procedure of the Local Education Authority and statutory procedures under the Education Act 1996 which are in line with the Welsh Government Guidance documents: ['Inclusion and Pupils Support' No: 203/2016](#) and ['Exclusion from Schools and Pupil Referral Units' No: 255/2019](#)

The following information is taken directly from the above WG guidelines for exclusion from schools:

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified. The Head Teacher has attended LA Exclusion training (May 2018)

We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude, particularly if there are incidences of physical assault against a member of staff and/or of another pupil.

Only the Headteacher (or acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal. A letter explaining the process is always issued, this is an LA template.

The Headteacher informs the LA and the governing body about any permanent exclusion, (in HT Report) and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

The Headteacher will keep a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the occurrence of both fixed-term or permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality and discrimination; it will seek to ensure that that no child is treated unfairly.

Drug and Alcohol Related Incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult employee.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher. If the offence is repeated, the child may be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and a referral to social services will be made.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child may be permanently excluded from the school. The police and social services will also be informed.

Monitoring and Review

The Headteacher monitors the effectiveness of this policy. The governing body will be kept updated and, if necessary, make recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. More serious incidents are logged on MyConcern. Lunchtime supervisors report details of any incident to the Class Teacher or Deputy Head Teacher.

The governing body reviews this policy at least every three years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed:

Date: