



# Positive Behaviour and Relationships Policy

## **Positive Behaviour and Relationships Policy**

In St. Andrew the Apostle Catholic Primary School our behaviour and relationships policy is underpinned by restorative practice. We aim to create a culture where relationships between staff and pupils are valued and nurtured. Restorative practice supports both staff and pupils in repairing the harm and finding a way to restore relationships following an incident so that pupils can focus on living out our mission statement to succeed in faith and love.

The school embraces Restorative Practices as a means of empowering adults to be successful and effective within the school community, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils.

### **Our behaviour and relationships policy aims to:**

- Support staff and pupils in building positive relationships
- Reward pupils for displaying positive behaviour using both intrinsic and extrinsic rewards
- Provide a framework to hold restorative chats following an incident in school

### **Promoting and leading positive behaviour**

In our school we try to promote a culture of positive behaviour led and modelled by our pupils and staff.

Staff should set a positive example and act as role models in their actions and verbal communication. Staff are expected to:

- Listen without judgement
- Empathise with the pupils
- Guide and support the pupils to reflect on their actions
- Deal with all incidents in a calm, nurturing manner
- Seek to repair damage rather than administer a consequence

In Circle activities we work with the pupils to set agreed expectations to develop social skills that our pupils will need to handle situations both inside and outside school.

As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class, and across their school. These include:

- Playground leaders
- Monitor roles both in classrooms and across the school
- Peer listeners
- Lunchtime Monitors
- Year 6 prefects
- Pupil Leadership Team
- Head pupils

### **Rewarding positive behaviour**

We believe that making connections is very important, so staff are encouraged to build relationships and connect with the pupils on a daily basis. Regular check-ins with the pupils provide opportunities to build good working relationships and develop resilience.

In each class we have a positive behaviour board which recognises pupils who make the correct choices and display positive behaviour. These boards provide an intrinsic reward and allows us to highlight positive behaviour for others to follow rather than focussing on highlighting negative behaviour.

In addition to the positive behaviour boards, pupils can earn dojo points which are tallied up over the week. These points can be earned for:

- Helping our friends when they are hurt
- Be helpful around school
- Completing work to the expected standard
- Displaying positive behaviour

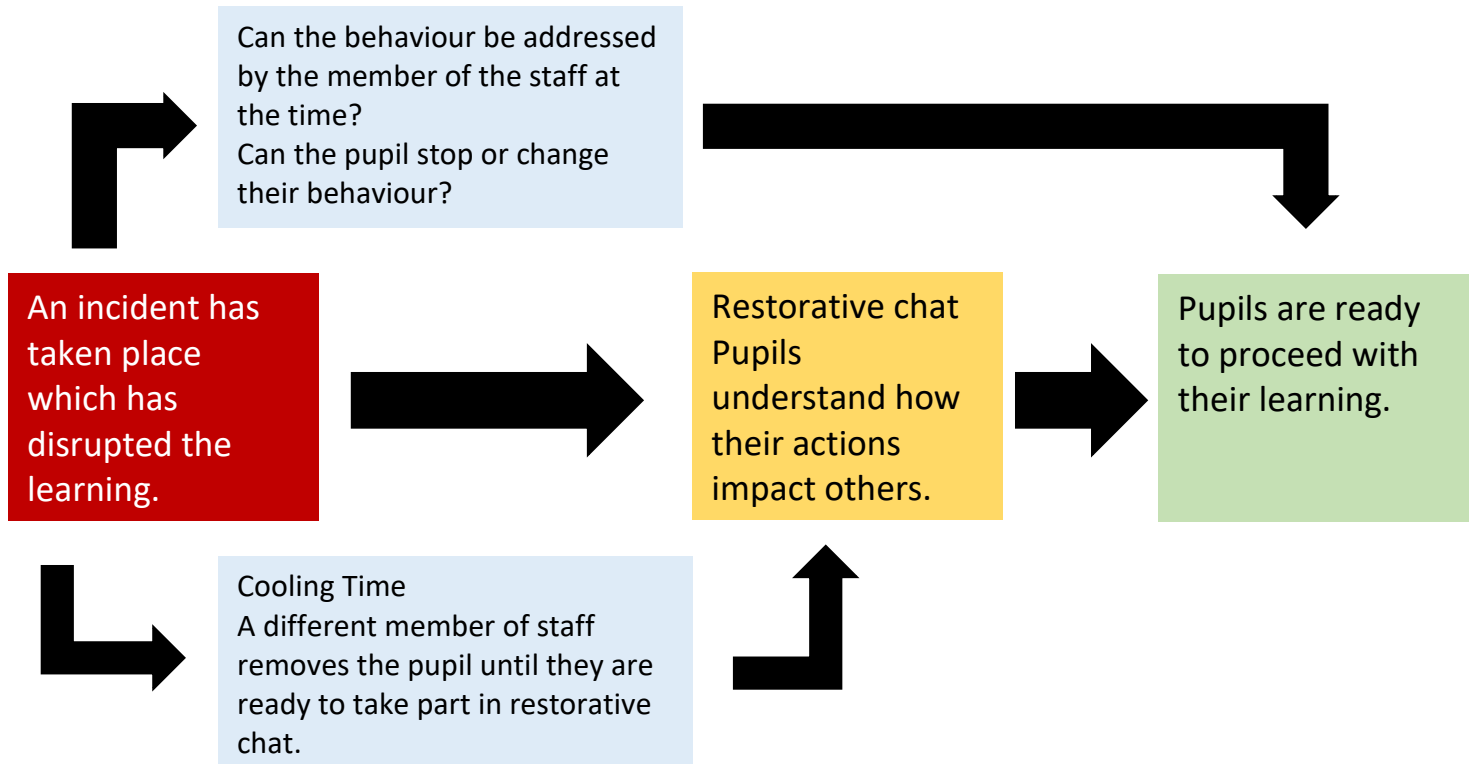
Our whole school assembly is aimed at celebrating success throughout the week and rewards are a key feature, these include:

- Subject certificates
- Dojo points winner given a prize
- Success stories (photographs)
- Head teacher's hot chocolate

Our rewards are both intrinsic and extrinsic and we place a high value on raising pupil's self-esteem through rewards.

### Following an incident

If there is an incident of negative behaviour in school, we follow this procedure which allows us to ensure that staff and pupils are ready to enter into our restorative chat and move forward with our learning.



### Restorative chats

In St Andrew the Apostle Primary School, we aim to work **WITH** the pupils to resolve and repair any damage following an incident. Our focus is centred on supporting the pupils in understanding what impact their behaviour had on others and finding ways to make better decisions. To achieve this we use restorative chats following an incident.

The restorative chat should be carried out by the member of staff who was present at the time of the incident. This contributes to building the relationship between member of staff and the pupil(s).

The restorative chat:

- Provide the opportunity for all involved to share their perspective
- Helps the pupils understand the impact that their actions had on another person
- Identifies ways to change our behaviour and make better decisions in the future

Staff have access to lanyards with suggested questions to support and guide these restorative chats.

The Restorative Chat	
Story telling	<ul style="list-style-type: none"><li>• What was happening before?</li><li>• Can you tell us more about the issues that have brought us here today?</li><li>• What were you thinking at the time?</li><li>• What are you thinking about now?</li></ul>
What was the Impact?	<ul style="list-style-type: none"><li>• How have you been affected?</li><li>• Who else has been affected?</li><li>• How do you feel now?</li><li>• Anything else to add?</li></ul>
Way forward	<ul style="list-style-type: none"><li>• What needs to happen so we can move on?</li><li>• How does that leave you feeling?</li><li>• Do you agree with that?</li><li>• What could you do next time?</li></ul>

### Language to use during the restorative chat

- **Encouraging:** Tell me some more about that?
- **Clarification:** Can you help me understand that more...
- **Checking:** So did I hear you say.... Am I right in thinking.....
- **Reflecting:** So you..... (Repeating back last few words)
- **Summarising:** So there seem to be several things bothering you? And earlier you said....
- **Empathy:** It's understandable that you are worried / upset about/ this; sounds tough;
- **Affirmation:** Thanks for telling me that; I appreciate you talking about this with me

## **Consequences**

When using consequences, we should aim to be working 'WITH' and 'FOR' the pupils rather than 'To' them. Consequences should be appropriate to the incident and constructive rather than seeking to punish.

A constructive consequence will:

- Provide time for the pupil to reflect on their behaviour
- Spend time repairing harm in a relationship with another person

*If two pupils have a physical altercation on the football pitch, the sanction may be to miss the next match. These pupils could use that time to build their relationship by engaging in other sports or activities with each other.*

Out of class time such as break and lunchtime should be used to hold restorative chats so that there is minimal disruption to teaching time.

## **Positive handling strategies**

In exceptional cases where pupils display particularly challenging behaviour, it may be necessary to employ positive handling strategies. This would normally be for a child's own safety, or to ensure the safety.

In order that staff deal with all types of behaviour in a professional, calm and efficient manner all staff have been trained in the 'Team Teach' approach.

Team Teach is a structured, non – violent, staff development programme which promotes:

- Effective, safe, verbal, non – verbal, positive and protective techniques, set within a whole school holistic response to behaviour management.
- An acceptable and appropriate response to serious incidents of 'out of control' behaviour, in a manner that maintains positive relationships and safety for all.
- Positive and protective handling strategies carried out in a safe and therapeutic manner, maintaining calmness, control and dignity, using skilled de-escalation interventions.
- The purpose of a Positive Handling Strategy is to provide the minimum necessary external controls to ensure the safety of people and property.

### **Basic Principles**

- A minimum of two staff should be involved if a serious situation develops.
- The minimum amount of force is used for the shortest possible period of time.
- Any incidents where team teach techniques are implemented should be recorded using appropriate paperwork and reported to the Designated Safeguarding Lead