



**Our Lady's RC Primary School**



## **Relationships Policy Statement**

**'Everyone Matters Everyone Succeeds'**



*Honesty, Excellence, Ambition, Respect, Teamwork, Success.*

### **Purpose**

The purpose of this policy is to guide teachers, children and parents on our restorative and relationship-focused approach to behaviour management. This will allow the pupils at Our Lady's to enjoy a calm and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

Our relationship policy is not primarily concerned with rule enforcement, but is a tool used to promote positive relationships with peers and adults with the common purpose of helping everyone learn in a nurturing, empathetic and respectful environment. Consistency, and clear, calm adult behaviour underpins this.

### **Aims**

- To provide a clear, fair and consistent approach to behaviour based on the nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To use our HEARTS Values: Honesty, Excellence, Ambition, Respect, Teamwork, Success to underpin our nurturing and relationship-focused approach.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.

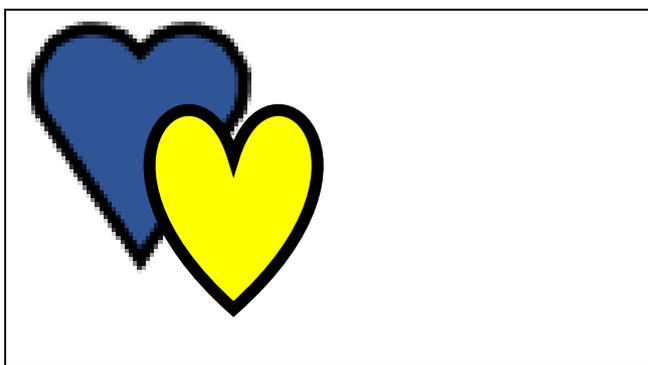
## Our Lady's Values

### Inspiring the Our Lady's family to: 'ALWAYS BE OUR BEST!'

At Our Lady's, we have high expectations for all children; we expect children to be Our Lady's Standard by demonstrating our Our Lady's **HEARTS** Values. This is recognised through weekly Certificates at assembly, regular house points, positive reinforcement strategies and end of year awards.

We want all of the Our Lady's family to hold these **VALUES** in their **HEARTS**:

**Honesty**  
**Excellence**  
**Ambition**  
**Respect**  
**Teamwork**  
**Success**



In addition, we wish to give recognition to pupils who go 'Over & Above'.

'Over and above' behaviours include exceeding our school values and impacting the wider Our Lady's community.

*'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'*

Paul Dix

### **Positive Strategies**

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always be their best.

*'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'*

Paul Dix

Teachers will create a welcoming environment by greeting children every morning through a formal meet and greet at the classroom door. This may be a simple, 'Good morning' or offering a handshake to provide a consistent check in and enthusiastic welcome to every child.

All adults will be looking out for children who show Our Lady's Values and go over and above.

Ways that children will be recognised for doing so:

- **Hot Chocolate Voucher**

Children consistently going 'over and above' will be invited to have hot chocolate with the Senior Leadership Team. These awards will be given by any member of the Senior Leadership Team. There may be some weeks that no child in the class is chosen- it needs to be sincere high-level recognition to ensure it is not devalued.

- **A Positive Note Home**

The Positive Note is also a high-level recognition for consistently going over and above. It can be given to any child by any adult in the school, staff members or visitors. There is no set amount each week- again it must be sincere to keep its value.

*'The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.'*

Paul Dix

- **Recognition Board**

A Recognition Board will be used to encourage social or learning behaviours. For example, 'One voice', 'Kind words' or 'Over and above' may be written on the board. Adults or children in the class can nominate names for the board and there is emphasis on children working together as a team to get everyone's name on the board.

*'This is not intended to shower praise on the individual, it is a collaborative strategy- we are one team focussed on one learning behaviour and moving in one direction.'*

Paul Dix

There is no material prize for class completion. Each class chooses a celebration when all names are on the board, e.g. special celebration dance or song.

- **Phone calls home**

Senior leaders or teacher phones parents to share child's success.

- **Our Lady's Values certificates**

Awarded at assembly- two children are selected each week by the class teacher.

- **End of year awards**

Class teachers choose four awards to give to children for Our Lady's Values, all children receive an achievement certificate for completing the year, and also special P7 awards.

- **House points**

All staff award children house points. At the end of each term, the winning house receives a reward.

## **Wider Achievement Book**

Children with an achievement outside of school can share it at the weekly assembly through the class wider achievement book.

## **Policy Blueprint & Classroom Plan**

### **Relationships Policy Blueprint (See Appendix 1)**

This is a concise A4 document which adults will refer to for a consistent approach to our Relationships Policy to ensure behaviour and expectations are clear and consistent.

### **Classroom Plan (See Appendix 2)**

The Classroom Plan is a sequence of steps which are focused on small but certain consequences and a restorative, not punitive, ending. The plan will be used by every adult to ensure consistent language and steps are being used throughout the school, and expectations and consequences for the children are clear.

### **Scripted Response (See Appendix 3)**

As part of the Classroom Plan, a 30-Second Script will be used to reinforce expectations when behaviour shown is not reflective of our school values. This will take place at Step 3 of the Classroom Plan. The

purpose of this script is to provide a quick, consistent and non-judgemental dialogue with the child to encourage positive choices to be made. The scripted response should be delivered in an emotionless tone, designed to prevent escalation.

### **Personalised Care Plans**

These plans are in place for children with an additional need. Relevant teachers will create these personalised plans for all adults working with the child to follow. They will be created with input from the child and shared with parents.

### **Restorative Approach**

*‘Punishment doesn’t teach better behaviour, restorative conversations do.’*

Paul Dix

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by support staff who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the management team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child. All conversations will focus on our rights – To be Safe, To Respect, To Learn.

### **Restorative Meetings/Conversations**

*‘The positive relationships you form with pupils depend on a restorative approach being your default mode.’*

Paul Dix

At Our Lady’s, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future. A Fix-it folder is available in each classroom can be used to support restorative conversations.

### **Restorative Questions (See Appendix 4)**

These restorative questions will be used to support restorative meetings and/or conversations. For middle and upper school pupils, up to 5 questions will be used. For infants, the teacher may decide it would be more appropriate to start with two and build on these as the child develops in maturity.

### **Consequences**

*‘Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.’*

Paul Dix

At Our Lady’s, we encourage positive behaviour which reflects our HEARTS Values. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with an additional need, examples of these will be detailed on their personalised care plan.

- **Parental involvement**- We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting.

**June 2021**

# Appendix 1- Our Lady's Relationships Policy Blueprint



## Our Lady's RC Primary School

### Relationship Policy

*'Always be our Best'*

#### Adults Will:

1. Nurture relationships
2. Model our values
3. Listen
4. Praise positive choices



#### Our Lady's Values

Honesty  
Excellence  
Ambition  
Respect  
Teamwork  
Success



#### 'Over and Above'

##### Behaviours

Includes the following:

1. Exceeding our school values.
2. Impacting the wider Our Lady's community.



#### Our Rights

To Be Safe

To Respect

To Learn



#### Classroom Plan

1. Reminder
2. 30-second script
3. Time out
4. Restorative conversation
5. Support step

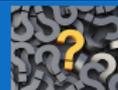


#### 30-Second Script

'I noticed you are.....'  
'You are not showing our HEARTS value.....'  
'Do you remember when you....'  
'This is who I need to see today. Thank you.'



#### Restorative Questions



1. What happened?
2. What were you feeling/ thinking about at the time?
3. How did this make other people feel?
4. Who has been affected and how?
5. What should we do to put things right?
6. If this happened again, how could you do things differently?

## Appendix 2- Classroom Plan

### Classroom Plan

	Steps	Actions
1.	<b>Reminder</b>	A verbal caution delivered privately, if possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Give the child a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
2.	<b>30-second script</b>	If the child still does not engage, use the 30-second script. Attach, 'Stay behind two minutes after class.' to this step. This two minutes cannot be removed or reduced.
3.	<b>Time out</b>	This step is only needed if the child needs to calm down and compose themselves. Time out might be a short time in a quiet area in the classroom, or another classroom.
4.	<b>Restorative conversation</b>	This might be a quick chat or a more formal restorative conversation during which the adult may decide on a logical, appropriate consequence for the child's actions. A Fix-it folder can be a useful tool to support restorative conversation, there is one in each classroom. For example, if the situation has resulted in significant learning time being lost, the adult may decide work should be taken home to complete.
5.	<b>Support step</b>	In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT, LCA or another class teacher. This will be specified on a personalised Relationships Plan for certain children identified with an additional support need.

### Appendix 3- 30-Second Script

#### ► 30-Second Script

*'I noticed you are ...' (wandering around the classroom chatting)*

*'You are not showing our HEARTS*

*Value...' (respect)*

*'You have chosen to...' (stay behind at playtime to catch up with work)*

*'Do you remember when you...' (finished all your writing)*

*That is who I need to see today. Thank you (for listening).*

### Appendix 4- Restorative Questions

#### Restorative Questions

1. **What happened?**
2. **What were you feeling/thinking at the time?**
3. **How did this make other people feel?**
4. **Who has been affected and how?**
5. **What should we do to put things right?**
6. **If this happened again, how could you do things differently?**