



Race Leys
Junior School

Positive Relationship Policy

Date: September 2023
Review Due: September 2024

Reviewed Annually

To be read in conjunction with our Exclusion Policy and SEND Policy.

Rationale

Race Leys Junior School is a values-based school. We strongly believe that a happy, productive and successful school relies on a set of agreed values and high expectations of behaviour. Pupils are encouraged to be independent in making choices and are sensitively guided when problems arise. All achievements are celebrated and all pupils are made to feel valued.

Values are principles that drive behaviour. They influence our actions and attitudes, and become our framework for living. They influence our relationship with ourselves and others.

(Neil Hawkes - Values-based Education Limited).

Aims

As a school, our approach to ensuring that our children show values is predicated on a belief in the importance of building positive relationships with children in order to support them to make the right choices and develop positive approaches to learning. These are not just expectations for primary school. It is a key aim of our approach to ensure that our pupils are well prepared not just for the high level of demand and expectation of secondary school but also for success in later life.

As a values based school we expect our pupils to make positive choices and to treat all members of our community with care, consideration and co-operation. However we also recognize that sometimes children can find it difficult to make wise choices and can require support and challenge at times to help them move forward and make good choices on a consistent basis.

Objectives

In order to ensure that pupils' show values consistently, our objectives in implementing this policy are to:

- Build positive relationships between all staff, children and parents.
- Promote an agreed set of values that guide thinking and behaviour.
- Create an ethos where each child knows that they are valued and is supported
- Ensure we are a community where no child feels unsafe or unhappy
- Maintain a consistent approach to promoting values throughout the school, with parental co- operation and involvement.
- Develop each child's self-esteem by placing the emphasis on praise and reward.
- Foster independence and self -discipline so that each child learns to accept responsibility for their own choices.
- Maintain a calm, positive, working atmosphere where the expectations are clear to all.
- Follow a clear formulated 'route' of disciplinary procedures that are consistently applied by all staff and the Head of School.
- Work in partnership with support agencies with children who struggle to show values in school either from educational difficulties or those resulting from social/emotional circumstances
- Promote high expectations of all children as most children respond to what the school expects and demands of them.
- Establish a healthy balance of rewards and sanctions and to use to the full assertive discipline.

School Staff

All staff must promote, model and actively teach the school values in order to cultivate a climate of mutual respect where effective teaching and learning can take place.

Specific, genuine and values-based praise should be used consistently and fairly to: -

- establish an ethos of warm, friendly, positive acceptance;
- encourage positive self-esteem in all pupils;
- reinforce positive values and model how to exemplify these;
- encourage all pupils to show values through the use of proximity praise.

There should be a high rate of values-based praise. A rate of at least 3:1 for positive/praise statements to negative/corrective statements is essential.

If a reprimand is necessary this should be brief, values-based and to the point:

- reprimands should be delivered as briefly as possible, giving minimum attention to the child;
- reprimands should be directed at the lack of values being shown and not the child;
- the child should be clear on the value they have not acknowledged;
- a calm and authoritative tone is important; shouting is never effective.

It is an expectation of all staff that values are promoted consistently and that there is commonality in teachers' expectations and management strategies. In order to secure this, the school is committed to:

- Staff following a clear process of escalation consistently across the school
- Ensuring children understand the causes and consequence system
- Alerting parents promptly of instances that arise and meeting parents in a timely manner when a number of concerns have been reported

School Procedures

- An agreed set of 3 values are positively promoted throughout school.
- Each new value is introduced in a Values class assembly at the start of the month and reinforced through the Monday assembly which has a focus on values within the context of national and international news stories.
- Celebration assemblies are held every Monday to which parents are invited and all staff attend.
- Each child will belong to a house: Hogwarts, Neverland, Oz and Scrumdiddlyumptious. House tokens are given for active confirmation of the school values. During Monday assemblies, the weekly total of tokens achieved for each house is announced.
- Each teacher maintains a log of incidents on CPOMs where there has been a serious or consistent lack of values, including the outcomes of any action taken.
- If a child continues to show a lack of values then they will be directed to use the regulation station in class and a member of the pastoral team will be sent for if required, at which point a text message is sent to inform parents.
- Achievement is also celebrated through our weekly newsletter, on the digital display screen in reception and through displays of children's work

Rewards

1. Children receive Track-it points for positive behaviour. These can be traded in for rewards such as non uniform days, swimming parties and many more treats.
2. Each week we will hold a values assembly in order to celebrate our children’s achievement, parents are invited in, the child will walk down the red carpet and receive a certificate from the member of staff leading the assembly with the school leadership team.
3. Positive texts home are sent on a regular basis for any child who has shown outstanding values in an individual lesson.
4. Legendary learner certificates are awarded for showing the characteristics of effective learning and are presented by legendary leaders.

Supportive Measures

There is a clear escalation process for pupils who do not uphold our learning values across the school. Low level concerns in the classroom are addressed by the teacher. However, there are no visual representations of children who have shown a lack of values as this can often escalate and demotivate children. Staff will follow the processes outlined below:

<u>Support Pathway</u>	<u>Emotional Coaching Script</u>	<u>Restorative Questions</u>
<p>First formal verbal warning with the value contravened made explicitly clear.</p> <p>If a child still shows a lack of values, a second and then final warning is given.</p> <p>If the lack of values continues, the child will be directed to use the regulation station within the classroom. This will be recorded onto our CPOMs log.</p> <p>Any further instances will result in a member of the pastoral team being sent for.</p>	<p>‘I noticed you are ...’ (wandering around the classroom chatting)</p> <p>‘You’re not showing our value of – (respect)</p> <p>‘You have ... (stay behind at break time to catch up with your work)</p> <p>Do you remember when you ... (finished all of your work)</p> <p>‘That’s who I need to see today. Thank you (for listening)</p>	<p>What happened?</p> <p>How did this make you feel?</p> <p>Who has been affected by this?</p> <p>How do you think they feel?</p> <p>What could we do to make this right?</p> <p>If this happened again, what would you do differently?</p>

It is the class teacher’s responsibility to ensure that restorative conversations are had with each child. At the end of each lesson, each child is given a fresh start regardless of any previous incidents.

Incomplete Work

Not showing values during lessons will often result in work being unfinished. If this can be resolved quickly, children will be given additional time in the next break to catch up. However, any work that is largely incomplete will be sent home with the child for them to complete as homework before returning the next day.

High tariff incidents

In the event that a pupil has made a choice that is significantly unsafe to themselves or others, such as fighting, then an afterschool reflection will be issued for 30 minutes. Class teachers inform parents of this and a text message and letter explaining why this has been issued is given to parents and put onto the children's file and is recorded on our CPOMs log.

Physical Intervention and Restraint

Physical Intervention where necessary will be in line with the **Warwickshire Safeguarding Children Board Policy and Guidance Statement on Physical Intervention and Restraint**. This is reflected in our policy for Physical Intervention and Restraint.

Facing the Issues – Exclusion

Exclusion from school is a severe sanction which is designed to express to both parent and child that the choices that they have made are unacceptable.

The Route to Exclusion:

Fixed Term Exclusions

1. For some children the route to exclusion from school may take a period of months whereby a child accumulates a series of 'misbehaviours' which are not consistent with the school values or disrupt or prevent the education of the majority of the children in the class. Before exclusion occurs it is assumed that all other sanctions have been tried and failed, leaving no other alternative.
2. The other route to exclusion can be due to an action in school which requires an immediate response, when the child has:
 - Deliberately physically injured another child
 - Verbally or physically abusing an adult
 - Deliberately causing damage to the school property
 - Demonstrating choices of malicious intent
3. When a child has been excluded the details will be recorded in a formal letter which the parent/carer receives at the point of exclusion.
4. Pupils are required to attend a re-integration meeting with a parent/carer on their return to school after exclusion to ensure that the child understands the reason for the exclusion and to agree ways in which the child can be supported to avoid exclusion in the future.

Permanent Exclusion

This final action may be as a result of accumulating a series of ‘fixed term exclusions’ or for a single serious offence (which may come from a child with no previous history).

When a child reaches this final stage, it is the expectation of the Headteacher that his/her professional judgement is accepted. An Exclusion Panel will be called and procedures will take place in line with DfE guidelines.

Expectations of Parents and Carers

We ask of our Race Leys families that you:

- Raise any concerns you have regarding your child’s choices or experiences at school promptly with the class teacher in the first instance
- Keep the school informed of any changes that may impact on your child in school
- Talk to your child about how to maximize their opportunities at school
- Help your child to understand that their actions have consequences
- Support our positive relationship processes and reinforce our values
- Ensure that your child understands our zero tolerance of bullying, abusive and violent choices, racist, sexual, homophobic or any other prejudicial language
- Accept that sometimes children can be somewhat selective in what they will tell you and that you may not always get the full picture of an event from your child
- Please trust us to do our jobs
- If you have any concerns arrange for an appointment with the class teacher, please do not air your dirty linen on Facebook or other social media sites as this can be very damaging for the school and the children.