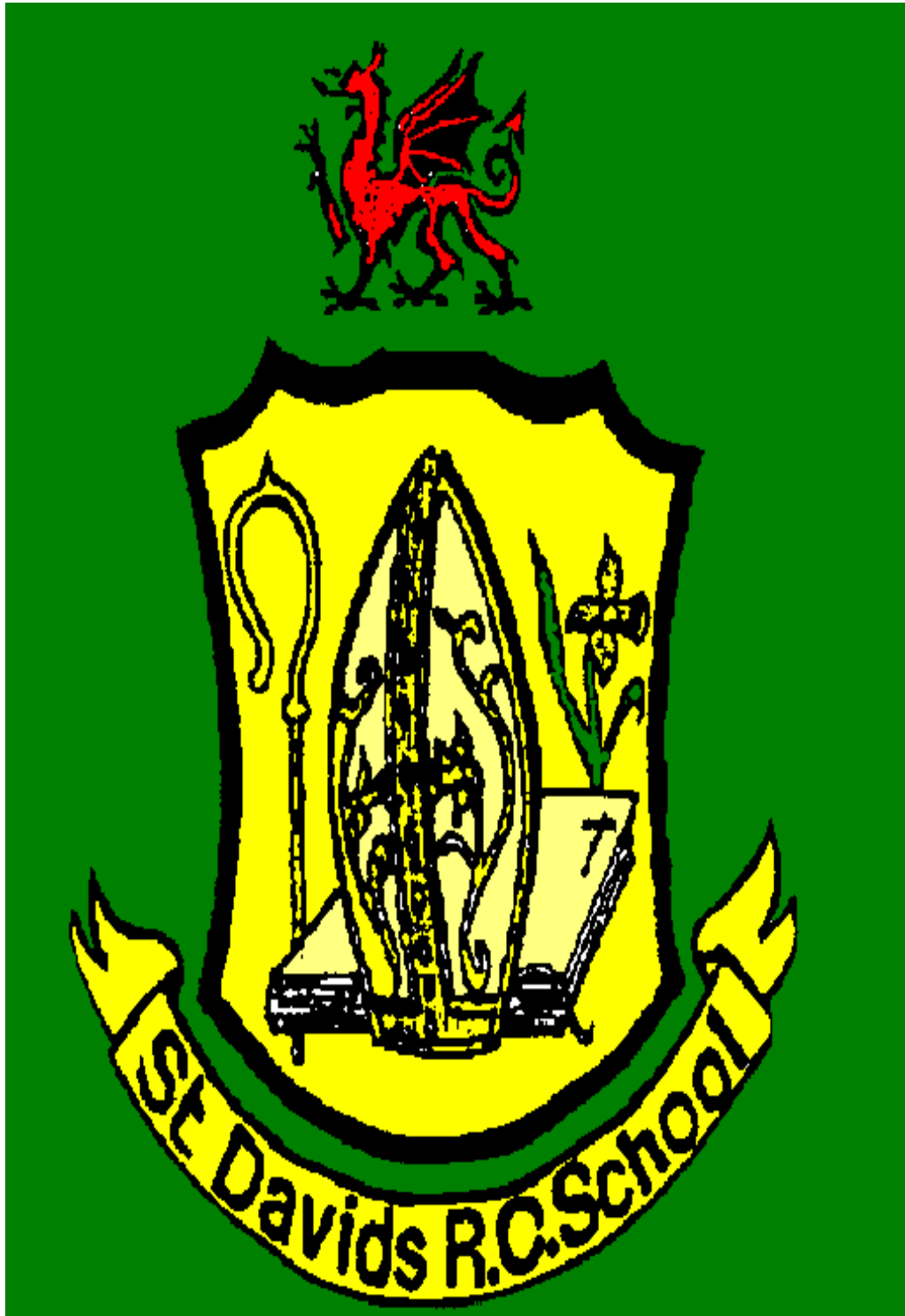


Positive Relationships Policy



School Mission Statement

Together,
We live and learn with God the Father, through Jesus Christ, guided by the Holy Spirit.



The vision of St. David's Primary School is to enable all children to achieve their full potential following in the footsteps of Jesus. In this we aim to create a nurturing, inclusive and loving school community where Christ is at the centre and the children are at the heart, inspiring and guiding all that we do.

Through a commitment to excellent teaching and learning we aim to empower our children to be confident, healthy and responsible individuals, equipped for life with God at their side.

School Values

Love one another as God has loved you.

Praise and give thanks to God.

Pray together every day.

Respect and celebrate the richness of our different cultures as we work and walk together

Be proud of yourself and your achievements.

Challenge yourself...be resilient, resourceful and persevere!

Be curious and caring about God's wonderful world.

Care for and respect yourself and others.

Help to create a safe and healthy environment where everyone feels valued

Make the right choices based on the Gospel values of love and forgiveness

Recognise your roles as global citizens with our school, parish and wider community.

Be the best you can be!

Equality Statement

The Second Vatican Council clearly re affirms what has always been fundamental to Catholic beliefs and teachings, namely that there is and should always be equality between all human beings.

“All human beings are endowed with a rational soul and are created in God’s image: they have the same nature and origin and being redeemed by Christ, they enjoy the same divine call and destiny.....forms of social or cultural discrimination in basic personal human rights on grounds of sex, race, colour, social conditions, language or religion must be curbed and eradicated as incompatible with God’s design.”

(Gaudium et Spes. 29)

At St David’s we are in complete agreement with the fundamental belief and teachings of the Catholic Church as stated above. For this reason, we are all concerned with promoting equal opportunities for all those who belong to our school family –children and staff



The purpose of a Catholic School



Why are Positive Relationships within the school?

This links strongly to the ethos of our school through our **mission, vision and values** and is the way our **whole school community** is expected to interact with each other. A strong focus is given to the ***Catholic virtues as a way to live in a more Christ-like manner***, as we endeavour to nurture the spiritual and moral development of the learners so that they live Gospel values.

It is necessary in building a **just community** in which all the learners have the right to learn and live without fear or disruption. It gives them a safe and welcoming environment to work and play in, and will give the children the best possible chance of performing to their true capabilities. This is schools responsibility for **each pupil as well as for all pupils**.

Fewer disturbances increase the quality of teaching and therefore learning. It also gives staff a framework to be seen to deal fairly and with equity for all learners.

St David's has a behaviour management system based on positive discipline. It has 3 main elements.

1. It positively recognises and rewards good work and behaviour in a consistent and encouraging way. It is based on an agreed set of behaviours that our school community recognises as enabling our staff and pupils to live and work in harmony reflecting our Catholic virtues.
2. It applies firm but fair and timely consequences which are transparent to all.
3. It is based on a clear and transparent code and guidelines which are known and used by all staff and pupils and are visibly displayed.

What do we recognise as 'good' behaviour and work?

We use the CALLED approach to positive relationships; a behaviour for learning system based on our Catholic Virtues at St David's

Compassionate and Curious - Pupils regulate their behaviour which is guided by **compassion**, kindness and forgiveness and they understand the impact it can have on those around them. They are **curious** to find out about the feelings and experiences of others and use this knowledge to make good choices.

Active and Attentive - Pupils are **active** listeners who understand they can learn from and with others. They listen **attentively** and respectfully to instructions, feedback and discussions and respond appropriately.

Loving - Pupils show understanding of God's commandments to **love** God and our neighbour as ourselves through all of their interactions.

Learned - Pupils are guided by God's wisdom and love to share their talents and **learning** with and for others.


Eloquent and Truthful - When talking about themselves and others pupils use kind, **truthful** words and are guided by the teachings of Jesus when relating **eloquently** to the world around them.

Discerning - Pupils endeavour to make good choices, **discerning** and showing an understanding of how these choices impact those around them and God's world.





Common Classroom expectations

Our **Positive Relationship Flowchart** is displayed **clearly in all classes**. All the children are aware of the rules, rewards and sanctions. **All staff** (including lunchtime supervisors) use this to maintain positive relationships day to day and also as a way of praising and rewarding good behaviour. **Rewards may also take the form of smiles, verbal praise, stickers, showing work/ describing positive in interactions with other adults, posting to parents/ guardians on class Dojo.** These are not just for academic responses but also for following the Catholic Virtues and being 'Good to be Green'. To **support positive relationships**, the school uses **growth mind-set approaches**, linked to the Dewi's Dream Team characters and the Dojo characters and associated stories. All staff have also been received **Trauma (Mental Health Informed Schools) training and ACE awareness training** to promote and develop mental health awareness that also supports these relationships.

Relationship Support Flowchart



Using Dojo

1. Reminder 
2. Warning 
3. Yellow Time Out 
4. Amber Time Off 

Daily/Half daily reset.

- You can add a note if required.
- Staff need to follow this guidance before learners are sent to:- **Red 5** Head of Stage/SLT, **Red 6** - SLT/DHT/HT or **Red 7** - DHT/HT. (see CALLED graduated response sheet for more information.)

Some children will have different flowcharts (see OPP) Learners are not to be sent out of classes (for time off/time out) without a staff member.

The focus will be on our school code of conduct,

1. Look and listen to the chosen speaker.
2. Hands feet objects and unkind words to yourself.
3. Stay on task.
4. Use correct voice level.
5. Follow instructions first time

to ensure consistency across the school.

Relationship Support Flowchart



Using Dojo



You can add a note if required. Dojo points can be 'redeemed' for rewards.

The focus will be linked to Dewi's Dream Team.

Additional dojo rewards may be specific to individual classes.

Parents/Carers that are signed up will receive notifications of positive points only.

Points will be counted by Y6 for House of the Week on Fridays and a weekly Dojo Certificate winner for each class will be announced on Friday's assembly.

Each class also creates their own code of conduct in collaboration with the learners and is bespoke to each cohort every year. At Progression Step 3 this is in the form of rights and responsibilities, linking to the **UN rights of the Child**.

Equitable support for all

Some children have **aspects of behaviour identified on their OPPs**. The BECO and ALNCO work with staff to write the appropriate targets for this and to monitor progress. Some children may have **separate relationship flowcharts**. All staff are aware of these. The **Dojo tracking** of behaviour is routinely **assessed by SLT** and in consultation with class teachers, **children may move on/ off individual flowcharts**. Additional support may be identified and work carried out with the ELSA trained TA/ outside agencies. This is reported to parents/guardians.

Restorative Justice (Pupil Voice)

In St David's, we follow the restorative justice approach to help resolve relationships. When speaking with the children we follow the following process.

We ask the:

- | | |
|----------------------|------------------|
| 'Child A'- | 1st 3 questions |
| 'Child B' (target) - | all 5 questions |
| 'Child A'- | last 2 questions |

1. **What Happened?**
2. **What were you thinking/feeling?**
3. **Who was affected and how?**
4. **What do you need to move on?**
5. **What needs to happen to put things right?**

This process is done calmly and allows all children involved to have a voice.

Things We Do Everyday to support Positive Relationships:

This is displayed in all classes and referred to by staff as appropriate.

Learners will:-

- Speak to Jesus everyday
- Be good citizens
- 'Have a go' to challenge themselves.
- Be confident in themselves and what they can do
- Share ideas and opinions
- Respect each other
- Have fun
- Apply what they know
- Follow their dreams

Adults will:-

- Smile
- Pray together everyday
- Model the Gospel Values
- Be enthusiastic and motivated
- Be good roles models
- Have high expectations of learning and behaviour
- Make learning fun
- Inspire the learners to be the best they can be
- Listen to learners and each other
- Be prepared
- Plan thoroughly
- Be good team members.

Support and Consequences - The **CALLED** Graduated Response

This graduated response is displayed in all classes and is used by all staff in school to ensure consistency and transparency in supporting all learners. It ensures learners are aware of expectations to maintaining positive relationships with staff and each other, and support/consequences staff will apply for given situations. All staff have had training in these approaches and this is part of the school's induction handbook for staff, supply staff and students.

Examples of Behaviour (link to School Code of Conduct)	Positive Discipline level	Support and Consequence	Staff
Persistent or repeated behaviour outlined below OR a more serious incident	7. Red	1.Consideration given to the need for an amendment to OPP and Reasonable adjustments 2.Pastoral Support Plan 3.Possible risk assessment and request of support from outside agencies 4.Further parental involvement 5.Record on SIMS	Head teacher or deputy head teacher
Persistent behaviour outlined below OR A serious physical incident or fighting An incident of harassment (protected characteristics) towards another pupil	6. Red	1.Parents asked to come into school for a meeting. 2.Consideration given to a One Page profile with behaviour targets. 3.Are appropriate reasonable adjustments being made to support the pupil? 4.Record on SIMS	SLT or head /deputy head teacher
Persistent behaviour outlined below OR Physical aggression towards other pupils Inappropriate language Rudeness to staff	5. Red	1.A recorded warning on Class Dojo with note and visit to Head of stage or SLT 2.The pupil will have time taken off break or lunch time 3.Phone call or message home/speak to parents at end of the day 4.Record on SIMS	Head of Stage SLT
Persistent disruptive behaviour and not responding to a verbal warning and ignoring staff Rough play	4. Amber Time off	A recorded warning on Class Dojo with note - the pupil will have time taken off break or lunch time	Class teacher
Persistent disruptive behaviour Continuation of the behaviours below not responding to a verbal warning	3. Yellow Time out	A recording warning will be added to Class Dojo. The pupil will be given time out such as time away from their table or in another area of the class or classroom.	Class teacher
Disruptive behaviour Failure to engage in the lesson or complete work. A continuation of the behaviour below.	2. Warning	A recorded warning on Class Dojo where the pupil will be requested to cease behaviour. Other pupils will be praised to demonstrate and remind pupils of the desired behaviour.	Class teacher
Reminder Distracting others Shouting out Off task behaviour Minor incidents	1. Reminder	The pupil will be reminded of the class/school rules and requested to cease behaviour, recorded on Class Dojo.	Class teacher

Home Support

Parents/Guardians can help by: -

- recognising that an effective school relationships require **a close partnership between teacher, parents and learners.**
- **discussing the school rules with the child**, emphasising how they support learning and assisting when possible.
- **communicating effectively with school**, and by developing informal contacts with the school.
- knowing that learning and teaching cannot take place without positive relationships.
- remembering that staff deal with relationship management patiently, positively and following a school agreed policy.
- that in order to support the school any **worries or complaints should be discussed with the staff in school and not at home in front of the children.** This is most important because any feelings can easily become theirs too.

Further Policies

St. David's has a range of other policies that link with positive relationships

- School anti bullying
- Safeguarding
- Online safety

All of these are available to read on the School website.

Reviewing this Policy

This policy has been written using the ideas from a range wellbeing, ALN and behavioural training and consultation and discussion of best practise as a staff.

- Date agreed by Governing body Oct 2024
- Behavioural co-coordinator A Davies
- Head teacher L Robinson
- Chair of Governors R Cross

A. Davies
Behaviour Co-ordinator
Autumn 2024