St Margaret's C of E VA
Primary School

We can do all things through Christ who strengthens us. Philippians 4:13

OUR POSITIVE RELATIONSHIPS POLICY (including the RELATIONSHIP STATEMENT)

2024 – 2026

Ratified for Governing Body	**September 2024**
Date of Review	**September 2026**

St Margaret's CE VA Primary School
Relationship Principles Statement

The Governing Body at St Margaret's CE VA Primary School believes that in order to enable effective teaching and learning to take place, good relationships in all aspects of school life is necessary. We strive to work in partnership with parents to enable their children to fulfil their potential and to prepare them to face the challenge of the future. We have all the advantages of being a small school which provide children with many opportunities for taking on responsibility. We expect the children to behave, work well and take responsibility for themselves and others and for their environment and seek to create a caring, learning environment in the school.

We believe that children have the right to be safe, be treated politely and learn without disruption.

The school has a positive and inclusive approach to managing behaviour. We believe in encouraging good behaviour through a range of positive behaviour management strategies. We believe that good behaviour supports enjoyment of school for pupils and staff and promotes good teaching and learning opportunities.

Through this positive approach, we aim to pre-empt inappropriate behaviour, thus enabling us to focus on good relationships. We believe strongly in building positive and effective relationships so we can support pupils in managing their behaviour effectively and respectfully.

Our aims:

- We ask that all adults will adhere to the school's Christian values including having high levels of respect for children and each other.

- All adults are expected to promote and present high levels of respect and regard for children and adults thereby being role models for the children including;

    - Using polite, warm greetings and respectful conversations
    - Moving around the school with consideration for others.
    - Maintaining the tidiness and organisation of the physical environment of the school.
    - Listening respectfully.
    - Including children as equal partners in the life and ethos of the school.

- Encourage a calm, purposeful and happy atmosphere within school
- Foster positive, caring attitudes towards everyone where achievements at all levels are valued
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- Have a consistent approach to behaviour throughout the school with parental cooperation and involvement
- Interact with others in a respectful way through speech, actions and relationships
- Raise pupil self-esteem
- Provide clear boundaries for acceptable behaviour and enable them to make appropriate choices
- Ensure physical and emotional safety
- Help children, staff and parents to have a sense of direction and feeling of common purpose
- Be fair to each other, however we recognise that by treating people fairly we may not treat everyone the same

Access to Behaviour Principles

This is available from the School Office and is the source for staff, supply teachers, students, visitors, governors and volunteers in the school. This policy will be made available anytime for parents to read and can be found on the school website.

OUR POSITIVE RELATIONSHIPS POLICY

RATIONALE

St Margaret's C of E VA Primary School is committed to a policy of inclusion, to equality and justice. This policy has been developed in consultation with pupils, staff, parents and governors of the school.

For Teaching and Learning to be effective, it is essential that high standards of behaviour are expected of everyone and that these are maintained.

We believe that bullying behaviour is totally unacceptable.

We believe that where bullying is challenged effectively pupils feel safe and happy and we will demonstrate a school that cares.

Our anti bullying policy should be read in conjunction with our school's behaviour Policy.

AIMS

At St Margaret's we want:

- All children to feel safe and to learn, play and be with others
- All children to be treated fairly, with respect and dignity
- To listen carefully to what children have to say and to treat all reports seriously
- All members of the School Community can work and play in a safe, secure and positive environment.

THE NATURE OF BULLYING

Bullying can take many forms, but three main types are:

- **Physical** hitting, kicking, taking belongings
- **Verbal** name calling, insulting, making offensive remarks
- **Indirect** spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours

CHILDREN'S ATTITUDE TO BULLYING

Children's understanding varies with age. However, the most important indication of bullying behaviour is whether the victim themselves believe that they have been subjected to bullying.

We want all children to tell us if they have a problem with bullying behaviour and what they say will always be taken seriously. Children are encouraged to say NO! (This is accompanied by a nonverbal sign).

However, we feel that the discipline of our children cannot be the total responsibility of the school. The child's whole education should be considered in the context of a partnership with home and school. We aim to make our high standards achievable and realistic and recognise that we cannot expect children to behave to such a code of practice, unless we, as adults, are also prepared to treat each other in the same manner, thereby respecting one another and each other's opinions. A good role model is paramount in children's understanding of how to behave correctly.

To help us achieve these aims, we expect everyone to remember that:

- We must behave thoughtfully to each other, to be

- KIND
- CONSIDERATE
- POLITE

- We must do our best in all areas of School life

- We must care for our School, inside and outside, and the world in which we live.

- We must listen and speak at the right times.

To promote this we have introduced the: **1 school rule**

"If what you are doing
Disturbs yours or other's learning
Hurts someone's heart
Doesn't show you in your best light
You shouldn't be doing it!"

Other methods to promote good behaviour are:

- The involvement of ELSA trained/Pastoral lead in understanding what drives behaviours and supporting children in managing behaviour and self-regulation.

- To involve the children in making the rules

- To regularly use a variety of strategies such as 'Time to talk'/PSHE lessons
- To use praise to promote self esteem, using this to reward kindness to others, for consistent good manners, for good efforts and for high standards of achievement.

- For staff to be conscious of the example they set the whole time. **(1 school rule applies to all staff)**

- To condemn the ACT not the child – "Pushing was a dangerous thing to do" NOT "You are a bully"

Positive consequences
We believe that children should be encouraged to behave well and work hard. We use a number of positive consequences. We would like children to work and behave well for the pleasure of the task but that rewards are enjoyable as well. We use the following positive consequences:

- Verbal praise (which is unconditional)
- Non-verbal praise (thumbs up etc)
- Displays of work
- Special Achievement Certificates/Trophies
- To be given responsibility
- Stickers
- Notifying parents
- House points
- Dojo points (from class dojo)
- Apples – presented in Well Done Assembly
- Christian Values – recognition

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to receive the positive consequences listed. Children's success both in their work and behaviour will be measured against their previous performance rather than against that of the other children in their class.

Negative behaviours

Although we encourage good behaviour at all times by being positive, there are times when sanctions will be used if behaviour is considered unacceptable.
We recognise that negative behaviours disturb the learning of pupils and can cause hurt and upset. These can be individual incidents or a series of ongoing behaviours that cause concern.
Negative behaviours include:

- Disruption of learning (e.g. tapping, calling out or ignoring staff)
- Non-compliance and defiance (refusal to do as asked or complete work)
- Talking in an inappropriate or disrespectful way e.g. sarcasm, teasing
- Deliberately hurtful behaviour, repeated over a period of time (bullying)
- Swearing or using inappropriate language (including gestures)
- Racist remarks or gestures
- Causing damage to property
- Theft
- Inappropriate requests

- Spitting
- Inappropriately exposing body parts
- Causing physical harm to others (hitting, kicking, pinching, biting, pushing, hair pulling, poking, fighting)
- Absconding
- Child on Child Abuse

Child on child abuse is any form of physical, sexual, emotional and financial abuse and coercive control, exercised between children and within children's relationships. Child on child abuse can take various forms including: serious bullying (including cyber bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour and/or gender-based violence.
During a response to child on child abuse we will treat all children involved as being at potential safeguarding risk – while the child allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves. This could be the effect of wider social-cultural contexts such as peer groups at school and home, their family, the school or their experience of crime and victimisation in the community and their online presence. This will enable us to consider what changes may need to be made in order to address the child's needs and to mitigate risk. We will ensure that a safeguarding response is in place for both the victim and perpetrator with additional sanctioning work for the latter.
We should also consider the potential complexity of peer-on-peer abuse and of children's experiences within the interplay between power, choice and consent. While children may appear to be making choices, if those choices are limited, they are not consenting. Unless it is considered unsafe to do so (for example where a referral to Children's Social Care needs to be made immediately) the DSL should discuss the proposed action with the child and their parents and obtain consent to any referral before it is made. The school will take every measure to manage the child's expectations about information sharing and keep them and their parents informed of developments where it is appropriate and safe to do so.

Negative Consequences (sanctions)
Sometimes it is necessary to discourage children from behaving badly and to teach them positive behaviours instead. If a child misbehaves staff will ask him or her to stop the behaviour or discuss an incident with those involved. Whenever possible staff will encourage and support children teaching them the skills to try to resolve disputes themselves and to take responsibility for their own actions.
Staff will endeavour to deal with inappropriate behaviours in school when appropriate to do so. For example, a child who talks in class and disturbs his/her classmates might have to work by him or herself for a short while. A child who does not work as hard as s/he is able to might have to miss out on his/her playtime to finish the work set.
These are not always designed to punish the child but to teach him/her that there is a consequence to inappropriate behaviour and learning activities should be completed. The range of negative consequences that might be used in the school includes:

- Withdrawing or limiting attention
- Completing work at break and/or lunch time or during free choice time

- Short periods sitting to reflect upon their behaviour
- Trying to make amends for upsetting or hurting others
- Writing a letter explaining why things went wrong
- Missing a playtime
- Withdrawal of a privilege or extra-curricular activity
- Discussion with the Headteacher
- Behaviour tracker form on SIMs file
- Internal suspension
- Fixed term suspension
- Permanent exclusion

Inappropriate behaviour outside school premises
The Headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on the school premises and are not under the lawful control or charge of a member of school staff. This can relate to any incidents occurring anywhere off the school premises, such as on a pupil's route home, on school or public transport, outside the local shops or in the town.

Where inappropriate behaviour outside school is reported to school staff, it may be investigated and acted on. The head teacher may also consider whether it is appropriate to notify the police, Children's Social Care or other agency. If the misbehaviour could be criminal or pose a serious threat to a member of the public, the police should always be informed.

Inappropriate cyber behaviours
The widespread access to technology provides a medium for 'virtual bullying', which can occur in or outside school. Inappropriate cyber behaviours can happen at any time of the day and if persistent, are classified as cyber bullying.
The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. The school will endeavour to do this in collaboration with parents.
For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to our website.

Referral to the Headteacher for unacceptable behaviour.

Serious incidents will be recorded; further sanctions may be added by the Headteacher. The Home/School Agreement may be used to reinforce our joint commitment to agreed standards of behaviour. The involvements of outside

agencies may be beneficial. Exclusion is used as a last resort, based on the procedure set out in the Articles of Government.

Sanctions at Playtimes

- Warning. Try to intervene, before a situation develops or gets out of hand. Sometimes just walking across is sufficient warning. At other times a verbal warning will be necessary. Do not make idle threats.

- Individual reprimand. The situation must be dealt with considerately (or as soon as possible) and the reprimand given to the child or children involved NOT IN FRONT OF OTHERS. *Reprimand must be proportionate to the action/behaviour and based on how well we know the child. A 'look'/quiet word/walking with adult/discussion/sent to member of SLT all relies on us knowing the children well and how they respond.

- Staying with the member of staff for a specified length of time (it is important to tell the child how long this will be). The desired behaviour must be demonstrated by the child during this time. Sometimes this 'cooling off' period is all that is necessary. Friend and observers should be sent away from the child you are accompanying.

- Informing Staff and/or the Headteacher**.**
  Incidents may be reported to the Class teacher if they are considered to be of importance, or if they occur repeatedly.

- Informal discussion with parents.
  In certain cases a teacher may wish to mention an occurrence to parents. This should be a low-key sharing of information and a request for parental support. Except in exceptional cases, this should not happen after just one transgression, but after a series of problems **AND** following a warning to the child that it will happen. **This sanction is for teaching staff only.** Even if questioned directly by parents nonteaching staff should **NEVER** divulge information to parents – it is considered a serious breach of confidentiality to do so. Concerns and complaints should be passed to the relevant Class teacher in the first instance, and then to the Headteacher.
  Incidents will also be reported on SIMs.

What should parents do if they feel their child is being bullied

Any parent contacting the school with a particular concern will always be taken seriously.

The first point of contact for the parent is the child's Class teacher.

We recognise that the following contributes to good practice:

- Recognising that the parent may be angry or upset.

- Keeping an open mind – bullying can be difficult to detect, so a lack of staff awareness does not mean that no bullying has occurred.

- Remaining calm and understanding.

- Making it clear that the school cares and that something will be done.

- Make a time to and inform parent you will feed back to them.

If a parent does not feel that the situation has been dealt with adequately by the Class teacher, then the next stage is to contact the Headteacher.

If a parent is still concerned and unhappy that the situation has not been resolved, then parents should ask to see the Complaints Procedure which is available in the School Office.

Specific procedures

Refusal of a child to leave class

If a child is refusing to leave the classroom after having been asked by the Class teacher then a message should be sent to the Headteacher. If they still refuse to leave then the rest of the class should be taken out by the Class teacher until the child has been removed. Where a child is being physically aggressive in class then the class should be taken out immediately. The safety of the other children is paramount in this situation.

Absenting children

In the event of a child running out of school the following procedure will be followed.

Inform the Headteacher. Who will:

- Check to see if the child is actually off-site
- Follow the child on foot, but only if safe to do so. The main road Yeovil to Ash is not considered safe. If a child goes out down this road the police must be called immediately.
- Inform the parents asking them to contact the school if the child is found
- Search the immediate area
- Contact the police if the child has not been found within 10-15 minutes (unless the child has gone down the main road).

If the child is located close to school, they may be brought back into school if it is considered that they may be in a dangerous situation such as by a road or seem to be in an excitable or unpredictable state.

The Use of Restrictive Physical Intervention (RPI)

As a result of the Education Act 1996, Section 550k, the use of force for reasons outlined in the title has been clarified. The use of corporal punishment is not authorised.

Several members of the teaching staff have been trained in Team Teach and this may be used to prevent;

- Self-harming
- Injury to other pupils, staff or teachers
- Damage to property
- An offence being committed
- In school settings, any behaviour prejudicial to the maintenance of good order and discipline

There is no legal definition of reasonable force but three criteria are established for guidance:

If the circumstances of the particular incident warrant it
The degree of force must be in proportion to the circumstance
The age and understanding of the pupil

Physical intervention can take a number of forms and these are some examples:

- Physically interposing between pupils
- Standing in the way of a pupil
- Holding
- Leading a pupil away by the hand or by gentle pressure on the centre of the back
- In extreme cases, more restrictive holds might be used

There always remains some risk to staff and pupils when force is used to protect, release or restrain and injury may occur accidentally e.g. bruising or scratching.

These are not a failure of professional technique but a regrettable and infrequent side effect of ensuring that pupils remain safe.

All incidents where force is used must be recorded as soon as possible in the appropriate book, bound and numbered.

The incident should also be recorded on EEC. Parents must be informed initially by telephone and a follow up written report.

Where the incident has a prolonged nature or where considerable force has been used then the following information must be recorded;

- Names of all witnesses, pupils and adults
- Signed witness statements
- The reason for the force being used
- A description of the way the incident developed
- The pupil's response
- Details of the outcomes of the incident including injuries and damage

Extreme caution must be exercised in all incidents where even reasonable force is used

There is a complaints procedure and this the school must make available for parents. This will be used where parents think that the force used has been unreasonable.

The report forms will be available in the school office.

Your duty of care guidelines are set out in your pay and conditions document.

"Teachers are required to maintain good order among their pupils to safeguard their health and safety, both when they are authorised to be on school premises and when they are engaged in authorised school activities elsewhere".

Examples of unacceptable behaviour are shown below. This list is not exhaustive and will need to be reviewed regularly and amended as necessary.

Level 1

Frequent lateness to school
Lack of work during lesson/persistent inattention
General disorder – running in buildings, entry to classroom without teacher permission, water fights, being somewhere they shouldn't be
Calling out/interrupting a teacher

Level 2

Provocative language
Name calling/low level swearing at another child/making unkind comments either about child or family
Low-level disruptive behaviour in lessons
Deliberately spoiling other's playground activities
Leaving class without permission
First case of threatening behaviour

Level 3

Assaulting a child – where there was a degree of provocation
Persistent threatening behaviour
Refusal to obey an instruction
Rudeness to staff or parents, swearing at an adult
Fighting in class or on the playground
Theft of property
Racist behaviour – first occurrence

Level 4

Deliberate damage to property including damage caused by a loss of temper
Deliberate fighting
Total refusal to comply with reasonable requests
Assaulting a child – unprovoked
Bullying – emotional and/or physical
Persistent racist behaviour
Sexualised behaviour including language of a sexual nature
Running out of school
Continuation of unacceptable behaviour after having been asked to stop

Level 5

Having in their possession a potentially dangerous item such as a knife, sharp blades
Assaulting a member of staff
Dangerous behaviour
'Losing it' – child is out of control and must be isolated from peers
Racist behaviour including disrespect for religious and cultural beliefs.

At level 4 a child may be excluded at the discretion of the Headteacher – please see Appendix 1 Exclusion Policy.

N.B – Assault – violent attack (Oxford English Dictionary 2011)

Procedures in place when there is concern about a child's behaviour
Stage 1*

- The class teacher supports the child and encourages them to develop strategies which will assist them to resolve their own difficulties. E.g. pupils are encouraged to use the language 'please don't do that I don't like it' and then tell if a teacher if this is unsuccessful.
- If there is no improvement the child should be informed that parental contact will be made by a member of staff (e.g. the class teacher) and the reasons should be made clear.

Stage 2*

- Joint intervention by the class teacher and parents. The pupil should be included in discussions as appropriate

- If there is no improvement the class teacher should inform the parents and child that the matter will be referred to a senior member of staff stating the reasons why.

Stage 3*

- Discussions between the senior teacher and parents involving the child as appropriate, to try and resolve the problem

Stage 4*

- A contract or PSP (personal support programme) may be agreed between school and home.
- A PHP (personal handling plan) may be agreed between school and home (ref policy on the use of force to control or restrain pupils)
- Outside agencies may be asked to support the school and home e.g. educational psychologist
- An EHA (Early Help Assessment) may be undertaken
- Review behaviours and interventions with all parties

*Depending on the severity of the incident, and after consideration of individual circumstances, the school may access this procedure at any stage.
During discussions between parents and school staff we find out if there are any factors that might be affecting the child (for example family breakdown, bereavement or if the child is unhappy in school). The teacher will then discuss how the school and home might help to support the pupils and help them to improve their behaviour. This might involve extra encouragement or a short chat with parents and/or the child each week.
The school appreciates that some pupils have SEND needs and in line with the Special Educational Needs Code of Practice the school will use their best endeavours to ensure the pupil receives the support they need. This will be taken into consideration when applying the Positive Relationships Policy. The school will endeavour to ensure that vulnerable children – such as those with special educational needs, physical or mental health needs, migrant and refugee children, and looked-after children – receive sensitive and well-matched behavioural support matched to their needs.

RECORD OF BEHAVIOURAL INCIDENT

TO BE RECORDED ON SIMS.NET

DATE OF INCIDENT: ……..

TIME OF INCIDENT: ……..

NAME OF CHILD: ……

CLASS: ……..

TYPE OF INCIDENT: ……..

BRIEF DESCRIPTION
OF INCIDENT, including lead up to incident: ……

……

……..

……

REPORTING ADULT: ……

☐ Resolved ☐ Unresolved ☐ Review

☐ Reported to class teacher ☐ Recorded on SIMs initial here_____

(Please ✓ which applies)

APPENDIX 1 – Exclusion Policy

It is the policy of St Margaret's CE VA Primary School to try to deal with all behavioural issues in an active, positive way, employing a wide range of strategies, including those specifically designed to avoid such issues reaching the point of exclusion. (See Positive Relationships Policy).

Purpose of this policy

This policy is designed to briefly outline the school's approach to exclusions within the statutory framework as defined in the *The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.* It outlines only where the school applies its own additional guidance and policies, which complement and reinforce the statutory guidance, for purposes of clarity in the day-to-day operation of the school.

Principles

1) Exclusion is a sanction used by the school only in cases deemed as serious breaches of the School Behaviour Policy. A student may be at risk of exclusion from school for:

- Verbal or physical assault of a student or adult; Persistent use of unacceptable language - swearing
- Persistent and repetitive disruption of lessons and other students' learning;
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.

2) A Fixed Term Exclusion from the school can only be authorised by the Headteacher or one of the Deputy Headteachers acting on their behalf. If none are available to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available. In addition to fixed term exclusions, withdrawal internally at playtime exclusions exist for persistent unacceptable behaviour at lunchtimes or behaviour which although a Level 4 did not result in serious outcomes.

3) In the case of a Permanent Exclusion this can only be authorised by the Headteacher and must only be done after consulting the Chair of Governors of the intention to impose this sanction, although the final decision rests with the Headteacher of the school.

4) The school seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school.

5) The school regularly monitors the number of Fixed Term Exclusions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

Notification of an Exclusion

1) Parents will be notified as soon as possible of the decision to exclude a student and the reason for the exclusion. This will be done on the day of the exclusion being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents the same day.

2) In the case of a Permanent Exclusion parents will be notified by the Headteacher in a face-to-face meeting.

3) A student who has been excluded will have the reason for his/her exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour.

4) The school will also work to put in place a programme for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies e.g. School Home Support Practitioner, Attendance Service or the Local Authority. Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a child protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following exclusion, the child will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.

5) The Chair of Governors, LA Inclusion Officer and relevant school staff will be notified of all Fixed Term Exclusions the same day of the production of the exclusion letter, which they will receive a copy of; it will clearly outline the reasons for the exclusion.

Students Returning from a Fixed Term Exclusion

1) All students returning from a Fixed Term Exclusion are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school.

Permanent Exclusions

A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a Headteacher may decide to permanently exclude a pupil because of ongoing issues or even for a 'one-off'' incident.

If a child has had three exclusions for the same behaviour (where exclusion and in-school support has not modified such behaviour) a permanent exclusion will be considered.

If your child has been permanently excluded, be aware that:

- the school's governing body is required to review the Headteacher's decision and you may meet with them to explain your views on the exclusion
- if the governing body confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority
- the school must explain in a letter how to lodge an appeal
- the local authority must provide full-time education from the sixth day of a permanent exclusion

Appeals

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.

Relationship to other school policies

The Exclusion Policy should be read in tandem with the school's Behaviour Policy as well as other relevant school policies, particularly the Inclusion Policy, Special Educational Needs Policy and the

Equality & Diversity Policy. It also has a close inter-relationship with the Anti-Bullying Policy and Attendance Policy.

Monitoring and Review

1) The impact of this policy will be reviewed by the Governing body.

2) The Headteacher will provide the Governing Body with regular monitoring reports which will help it to evaluate the effectiveness of the policy and procedures.

3) The policy and procedures will be reviewed and amended in the light of such evaluation and in consultation with representatives of all key stakeholders.