St Mary's C of E Primary School

'Growing our community together'

Welcome, Nurture, Grow, Flourish

Positive Relationships Policy

Committee responsible	Senior Leadership Team
Statutory or Recommended	Statutory
Frequency of review	Every 2 years
Date approved	June 2026
Date of next review	June 2028
Display on website	Yes
Link with other policies	Positive Handling and Restraint Anti-Bullying
Signed by the Chair Of Governors:	
Signed by the Headteacher:	Emily Evans

St Mary's Primary School, Church Lane, Chessington, KT9 2DH

https://www.stmaryschessington.co.uk

Aims:

- To provide a safe, calm and caring atmosphere for learning to take place.
- To ensure consistency, fairness and clear expectations.
- To support caring and co-operative behaviour, and to discourage anti-social behaviour.
- To enable pupils to develop social skills and moral values in the context of the school as a community.
- To encourage the involvement of both home and school in the implementation of this policy.

Objectives

To ensure all members of the school community:

- Develop awareness of and can differentiate between appropriate and inappropriate behaviour
- Consider and reflect on how their actions may affect others
- Make responsible and reasoned decisions and judgements
- Maintain courteous, considerate and polite interactions with each other
- Show understanding and respect towards the culture, ethnicity, religion, ability and gender and physicality of others
- Accept responsibility for their own actions and behaviour
- Take care of the school's physical surroundings and personal property

For children to show:

- Self confidence
- Self control
- Sensitivity and consideration for others
- A pride in themselves and their school
- An interest in their activities

For children to develop:

- Responsibility for their learning and their environment
- An independence of mind
- A sense of fairness
- An understanding of the need for rules
- A respect and tolerance for other ways of life and different opinions
- Anti-sexist attitudes
- Anti-racist attitudes
- A consistent approach to tasks

Home – School Partnership

Clear communication within school and a positive partnership with parents are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern, it is important that all those working with the child are aware of those concerns, and of the steps that are being taken in response. A positive partnership with parents builds trust and develops a common approach to behaviour expectations and strategies for dealing with problems. Parental participation is encouraged in many aspects of school life. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. Parents are asked to sign a home-school agreement when they first join the school which sets out the role of both home and school (see Appendix 1).

The Code of Conduct

We work with the children in the classroom and around the school to help them achieve in every sense. Our Code of Conduct is written by all the children and staff and it is there to help and remind us of the expectations that we have for all aspects of school life. The code of Conduct is shared on the school website and is shared in classrooms and around the school.

Implementation

Staff

All staff:

- Treat all children fairly, irrespective of gender, race or religion
- Play an active part in building up a sense of community and will apply consistently the agreed standards of behaviour
- Have a responsibility to model the type of behaviour felt to be acceptable
- Will be alert to signs of bullying and racial harassment and will deal firmly with it and will alert senior staff to such problems
- Will deal sensitively with children in distress, will listen to them and deal with any incident appropriately
- Will inform parents/carers of any behavioral issues at school.
- Will support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties

Children

All Children:

- Will have their achievements, academic or otherwise recognised
- Will have rewards accessible to them
- Will attend Celebration Assembly each week which will be used as an opportunity to acknowledge achievements and to foster a sense of community
- Will be encouraged to share their achievement with a senior member of staff, their parents and other children
- Will see examples of work and achievements displayed in the classrooms and around the school

Parents

We work hard on the partnership between home and school and ask parents and carers to:

- Give their full support in dealing with their child's behaviour
- To attend a meeting at the beginning of each academic year where they will be informed about our school rules and expectations
- Make their children aware of appropriate behaviour in all situations
- Keep the school informed of behaviour difficulties they may be experiencing at home
- Inform the school of any trauma which may affect their child's performance or behaviour at school
- Inform us about their child's ill health and any absences connected with it

Behaviour Management

Managing behaviour within the classroom

We work with the children in the classroom and around the school to help them achieve in a variety of ways. This includes achievement in terms of both learning and social behaviour.

All of the staff at school take shared responsibility for promoting good behaviour and we all deal with incidents whenever and wherever they occur.

There are three key elements to our approach:

- Our aim to praise positive behaviour
- Our consistent approach to incidents of mis-behaviour
- Our commitment to dealing with incidents of mis-behaviour when these occur

Examples of the positive learning behaviours that staff are looking for will be displayed on the board alongside consequences for mis-behaviour. This is shown as a continuum with children reflecting daily on what their behaviour is like and where on here it would sit (See Appendix 2).

Rewards

Children will be praised and rewarded whenever possible in a variety of ways:

- Positive gestures and acknowledgement of good behaviour and achievement (examples displayed on whiteboards in each classroom as prompts for staff and children).
- Stickers.
- Showing good work to senior members of staff. Showing good work in assemblies.
- Team points using class dojos.
- Work placed in the 'Good News Book'.
- Star of the week award in celebration assembly linked to positive behaviours demonstrating our school values.

Whole School Reward System

- Every child collects team points for their team. These are counted on a Thursday (using class dojo).
- Every week a team winner is announced. Half-termly, the team with the most points (cumulatively) is announced and the children from this team across the school are given a team treat (chosen via School Council).
- *Every week the class that has scored the most team points for a week (as a whole) is also announced and the winning class will be given 10 mins extra play the following week (organised by class teachers).
- *'Good News Book' is used to celebrate excellent work. A Headteacher's Award is given and a copy of this and the work are placed in the book.
- *Star of the week award. Every class nominates 1 star of the week and an award is given linked to examples of school values being demonstrated.

**Please note that these systems will be launched in September 2026.*

Consequences

The school's leadership team worked together to agree consequences for different behaviours. These are shared with the staff in a staff version kept in the classroom cupboard ***(see Appendix 3).*** These are also displayed within the classroom to be followed and referred to using a continuum which also shows rewards for positive behaviours ***(see Appendix 2).*** School staff ensure that consequences are *'proportionate to and reflective of'* the incident that has taken place, for example, an incident linked to specific resources will have a consequence linked to this, an incident linked to a specific time – such as lunchtime – will have a consequence linked to this.

Time Out within the Classroom

Sometimes children need time out from the main activities within the classroom. There is a space in every classroom where children may be given time out if necessary. When timeout is given, the class teacher will ensure that whilst the child is regulating, they can still see and hear the activities taking place within the classroom to remain connected to these.

Class teachers will draw pupils having time out back into the session by resetting expectations and will follow this up by finding opportunities for praise and reconnection during the rest of the session. This links to our relational approach to behaviour management:

Connect before Correct (and find opportunities to reconnect after correcting).

Other strategies for addressing these behaviours include:

- Appropriate ignoring;
- Praising those who are ready;
- Using appropriate diversionary tactics;
- Using a range of non-verbal gestures or signals i.e. beckoning, a hush signal or a quizzical or disappointed look;
- Using eye contact;
- Walking over to the disturbance;
- Taking the child gently aside and talking quietly and directly;
- Finding a positive aspect to praise;
- Saying their name firmly;
- Brief discussion after the lesson has ended to discuss unacceptable behaviour;
- Missing part of a playtime to complete work that is not finished;
- Verbal reminders of what you expect a child to be doing, clarify consequences and say 'thank you' as if you expect compliance;
- Moving the child to another table or group with an invitation 'let's see if you can work better here';
- Saying a brief 'not now' or 'no thank you' indicating that you are attending to other things;
- Removing the object of fuss quietly and calmly without showing aggression or anger;
- Asking 'what could you do about this?' – a genuine question and an offer of help;
- Referring to the Class Agreement or Charter;
- Pre-empt situations – routines;
- Making lessons fun and engaging;
- Shorter carpet time;
- Movement breaks.

Sometimes repeated behaviour can be a sign of a need for further emotional support. Where staff feel this is the case, they will discuss this with Clare Quinn who will decide if support is required and agree what this will look like.

Reflection Lunch

If a child has continually disrupted learning within the classroom, they will be sent to see a member of the leadership team and this may result in a 'ReflectiveLunch' during the lunchtime break. This is time with a member of the leadership team where children will be asked to reflect on their behaviour using the following questions (answers will be recorded on the behaviour log or CPOMs to monitor patterns):

1. What did you do?
2. What should you have done?
3. What will you do during the next lesson?
4. Considering the teachings of Jesus - what will you do next time?

Children will also be sent to see a member of the leadership team if there is an isolated incident of hurting another child by hitting, kicking or biting.

Referral to Headteacher or Deputy Headteacher

Certain behaviours will be referred immediately to Headteacher or Deputy Headteacher: racist comments, fighting, swearing, destroying property, bullying. Children will be spoken to and parents contacted. This will be recorded on the behaviour log or CPOMs and behaviour may be reported to Kingston Borough (racist comments or incidents of bullying).

Removal from the Classroom

Children will only be removed from the classroom during learning time as a consequence of poor behaviour, if the Headteacher or Deputy Headteacher feel that this is necessary. Every class has a 'team teach' card that can be sent to alert Headteacher or Deputy Headteacher of the need to come to the classroom. The parents of children who are removed from the classroom during learning time will be contacted to meet to discuss the child's behaviour. Incidents will also be recorded on the behaviour log or CPOMs to monitor patterns.

When pupils are removed from the classroom, the leadership team will find a time for the teacher to speak with the pupils to restore their relationship (either before the end of the school day or at the start of the following day).

Playtimes and lunchtimes

When dealing with situations that arise in the playground (either during break times or once back in the classroom) staff will use the 5 questions:

1. What did you do?
2. What should you have done?
3. What will you do next time?
4. What can you do to make it better?
5. What would Jesus do?

All staff will be given these questions on lanyards (along with Peer Mentors) to ensure that all staff are using the same strategies. They will also be given sentence starters to support discussion such as: *I wonder… Why… Because… I can hear it must be difficult to….*

The behaviour consequences chart will be looked at (Appendix 1 and Appendix 2) with children being sent to see a member of the leadership team depending on the incident that has occurred.

Physical Restraint

All permanent staff members automatically have the statutory power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain discipline. When using reasonable force staff members will follow the school's positive handling and restraint policy.

Exclusions

The power to exclude pupils remains solely with the Headteacher.

Inclusion (SEN, G&T, EAL)

When planning, teachers should consider the most effective ways to support children who find it difficult to manage their behaviour.

When a child persistently breaks the school 'Code of Conduct', they may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn most effectively. This ensures that our teaching is matched to the child's needs.

If a child is identified as having special educational needs, they will have intervention through the School Provision Map, overseen by SENDCo (Mrs Quinn). They may also have an EHCP which could include: (as appropriate) specific targets

relating to behaviour. As with the curriculum for children with learning difficulties, the school procedures for behaviour are differentiated accordingly for children with behavioural difficulties.

Outside Agencies

Education Inclusion Support Service (EISS)

The EISS respond to referrals for individual children, groups of children or whole classes. Members of the team come into school to carry out observations and to give teachers help and advice on behavioural issues. Once a referral has been accepted, the EISS will work with the teacher until the support is no longer needed.

The Police

Value is placed on good relationships with the police and liaison is encouraged.

Addressing behaviour off the school site

The school actively promotes appropriate behaviour in both the local and wider community. If the actions of a child or group of children off the school site impacts negatively on learning in school then the Headteacher is responsible for addressing and monitoring this behaviour.

Monitoring

The Headteacher is responsible for monitoring the standards of behaviour in school. The Headteacher is also responsible for supporting colleagues in the management of behaviour, for being informed about current developments in the area, and for providing a strategic lead and direction for behaviour in school.

Assessment, recording and reporting

Class teachers are responsible for keeping their own records of behaviour on the server as directed by the Headteacher.
The Headteacher is responsible for keeping an additional record of level 3 consequences and reporting these to the borough and Governors on a termly basis.

Equal Opportunities

Our aim is that every child is given the opportunity, and support in taking advantage of the opportunity, to learn and develop their potential in every area of school life regardless of sex, race, ability, social class, religion or appearance.

In accordance with St Paul's equal opportunities policy, all pupils regardless of ability, gender or cultural background should be given an equal and fair access to our positive behaviour management procedures and processes. All children will have unique contributions to make which may be derived or expressive of their background. These contributions should be used to enhance the experiences of the whole group and never to restrict access or opportunity within any school or extra-curricular experience.

Appendix 1 – Home-School Agreement

As a parent/carer I will:

- Uphold our school Christian values.
- Share relevant information about my child with the school.
- Inform school by 09:00 if my child is absent.
- Avoid taking my child on holiday in term time.
- Make sure my child arrives at school on time between 8:40am and 8:45am and is collected promptly at 15:15.
- Make sure my child wears complete school uniform daily, including school shoes.
- Make sure my child has a complete PE kit (including plain navy-blue tracksuit) or swimming kit for every lesson.
- Support the school's policies, including behaviour.
- Encourage my child to produce work to the best of their ability.
- Support my child with their homework and home reading.
- Attend information sessions and workshops, including parent/carer evenings where possible.
- Take responsibility for my child's online activities and behaviour.
- Provide my child with a healthy lunch packed lunch (where applicable).
- Always speak respectfully to staff and to other parents/carers in the playground.
- Support whole school and PSA events, including fund raising, where possible.
- Remain informed about school life by using: the website, emails and newsletters.

St. Mary's School will:

- Uphold our school Christian values.
- Provide a safe and friendly atmosphere in school.
- Ensure that the school day and clubs run to agreed times.
- Do all we can to ensure that your child makes progress.
- Contact you with any concerns about behaviour, work, attendance or punctuality.
- Provide an appropriate curriculum.
- Seek to enrich our curriculum with exciting activities and events.
- Set appropriate homework and make sure feedback is given.
- Communicate with families frequently on their child's progress and next steps.
- Ensure that your child follows the school's behaviour policy.
- Educate and support children in living a healthy lifestyle.
- Ensure that all pupils and their families are welcomed and valued.
- Support the PSA in arranging whole school events.
- Communicate effectively about school matters via letters, emails, our website and class rep meetings.

Appendix 2

How are you reflecting God's image today?

Love, Courage, Community

Jeremiah 29:11:"For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future."

<table>
<tr>
<td>
</td>
<td>• Calling out or talking in worship or during lessons.
• Moving around the room inappropriately.
• Ignoring instructions.
• Distracting others.
• Interfering with other's property (or school's property)
• Refusing to do something.
• Not completing work.</td>
<td>• Repeatedly being kept in by class teacher for one of the shown reasons.
• Being rude or disrespectful to staff.
• Hitting, kicking or hurting another child.
• Damaging school equipment.
• Unsafe use of school equipment.</td>
<td>• Abusive comments referring to difference (including racist or homophobic language).
• Repeated incidents of swearing.
• Repeated incidents of hitting.
• Fighting.
• Repeated unkind behaviours towards the same person.
• Threatening or physical behaviour towards a member of staff.</td>
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<tr>
<td colspan="4">Consequences</td>
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<td>• Class dojos
• Work in the 'Good News Book'
• 'Star of the Week' certificate
• Photocopy of good work sent home
• Sticker from Mrs Evans, Mrs Quinn or Mrs Griffin



</td>
<td>Time out in the classroom.

Missing some time at break or lunch to talk to your class teacher about your behaviour or complete your work.</td>
<td>You will see a senior member of staff. You may have a 'Reflection Lunch' where you will look at the following questions:

1. What did you do?
2. What should you have done?
3. What will you do during the next lesson/breaktime?
4. Considering the teachings of Jesus - what will you do next time?

Your answers will be recorded on the behaviour log and your parents may be contacted by your class teacher or other senior member of staff.</td>
<td>'Reflection Lunch' with Mrs Evans or Mrs Quinn where you will look at the following questions:

1. What did you do?
2. What should you have done?
3. What will you do during the next lesson/breaktime?
4. Considering the teachings of Jesus - what will you do next time?

Your answers will be recorded on the behaviour log and your parents will be contacted and might be called in for a meeting.</td>
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Behaviour Consequences – Staff Copy

Class Teachers to respond to:	***Senior Members of Staff to respond to:***	***Headteacher/Deputy Headteacher to respond to:***
· ***Low-level Disruption*** - Unkind language (e.g. name calling). - Ignoring instructions. - Distracting others. - Disruption due to noise levels. - Kind hands (KS1). - Not moving around school safely. - Interfering with property of others. - Not using school property correctly. - Ignoring personal space/boundaries of others. - Not completing expected amount of work. - Poor quality work.	***Tier 1*** · ***Repeated Occasions of Low-level Disruption*** - Unkind language (e.g. name calling). - Ignoring instructions. - Distracting others. - Disruption due to noise levels. - Kind hands (KS1). - Not moving around school safely. - Interfering with property of others. - Not using school property correctly. - Ignoring personal space/boundaries of others. - Not completing expected amount of work. - Poor quality work. **Tier 2** - Rudeness/disrespect to a member of staff. - Swearing. - Hit/kick another child (not fighting). - Unsafe use of playground equipment. - Continuation of tier 1 behaviour after warnings.	· ***Behaviours with Links to Safeguarding*** - Racist incident. - Homophobic incident. - Sexual harassment. · ***Repeated Poor Behaviour*** - Repeated swearing. - Repeated hitting/kicking. - Targeted behaviours (targeted at one child by another or group). · ***Serious Physical Behaviour*** - Fighting. - Injury with an object. - Physical behaviour towards a staff member (DHT to address where SEN child involved).
Consequences		
Time out during the lesson. Missing some time at break or lunch to talk to the class teacher. Behaviour indicating that emotional support may be needed to be referred to Clare Quinn. ***Some suggested sentence openers for discussions:*** *I wonder…* *Why…* *Because…* *I can hear it must be difficult to….*	***Tier 1*** Conversation with senior member of staff – may be at playtime or lunchtime. Clear expectations set and a chance to check in with other senior member of staff to share improvement. ***Tier 2*** Reflection Lunch – 4 questions used and answers recorded on behaviour log. Parents contacted by class teacher or other senior member of staff. Hitting/kicking/swearing/rudeness etc… Staff to explain: 'Part of our role is to keep all children and adults 'safe'. By _____ you made _____ feel unsafe and for this reason you cannot be on the playground for the rest of today/tomorrow etc….'	Parents contacted by Headteacher and possibly invited in. Reflection Lunch – 4 questions used and answers recorded on behaviour log. Additional time off playground spent outside Headteacher's office. ***Racist, homophobic or sexual harassment incident will be reported to the local authority.*** - 'Team Teach' card to be used to ask Mrs Quinn or Mrs Evans to come to the classroom if a child needs to be removed. Mrs Quinn or Mrs Evans are the only ones who can make the decision for a child to be removed from the classroom. No pupils are to be sent out of class on their own.