Positive Relationships

Strategy

June 2025

Positive Relationship Strategy

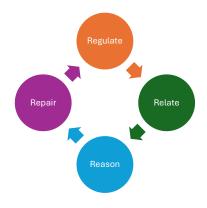## June 2025

Contents

Policy Statement

At our school, we are committed to fostering a safe, calm, and consistent environment for all members of our community. We strive to promote self-regulation and create a culture where every individual - students, staff, and parents - can thrive. We believe in the importance of working together to cultivate self-esteem, trust, compassion, and mutual respect, while also recognising the rights and responsibilities of all learners within our community. It is our firm belief that *excellent behaviour should be the baseline expectation for everyone in our school*.

All behaviour is communication. Negative behaviour is merely an inappropriate way of satisfying a need. At Ravensbury, we seek to enable all learners to regulate, relate, reason and repair.

Regulate – Help children regulate their fight, flight response.

Relate – Relate to the children through a positive same-side relationship.

Reason – Support children to reflect, articulate their thoughts and listen to others.

Repair - Model how challenging situations are repaired and resolved.

Objectives

- To create a welcoming and inclusive school culture where every individual feels safe and respected.

- To promote empathy, understanding, and mutual respect among students and staff.

- To encourage collaborative learning and teamwork through positive relationships.

- To promote learned regulation and responsibility.

- To foster effective communication and conflict resolution skills.

- To involve parents and the community in building a supportive network around our school.

Whole School Culture

1. Creating a Positive School Climate:

- Implementing a whole-school approach to promoting positive relationships through assemblies, PSHE lessons, and extracurricular activities.

- Displaying inclusive and respectful language and imagery throughout the school environment.

- Providing regular opportunities for students to share their thoughts and feelings in a safe space.

2. Building Strong Student-Teacher Relationships:

- Establishing clear expectations for behaviour and communication.

- Recognising and celebrating individual strengths and achievements.

- Providing pastoral support and mentoring for students who may require additional guidance.

3. Promoting Peer Relationships:

- Facilitating cooperative learning activities and group projects.

- Implementing peer mentoring programs to support students in developing social skills.

- Resolving conflicts and promoting empathy through restorative practices.

4. Engaging Parents and the Community:

- Organising events such as parent workshops, community fairs, and school performances to foster connections.

- Seeking feedback and input from parents to enhance our positive relationship strategies.

- Collaborating with local organisations and businesses to create meaningful partnerships for our school community.

5 steps-to-success

1. Calm, kind, consistent adult behaviour

- Model positive behaviours

2. First attention to those doing the right thing

- Appreciate appropriate behaviour

- Praise consistent high-standards and behaviour over and above the norm.

3. Relentless routines

- Focus Areas – Ravensbury Behaviour Toolkit (Appendix 2 and 3)

- Protocols – moving around school, dinner hall (Appendix 5)

4.Scripting difficult conversations

- Target-stop-do

- Language of choice

5. Restorative follow up (Appendix 4)

- Short, private conversation when appropriate about how to put it right.

Staff Expectations

All staff will…

- Meet and greet at the door

- Refer to 'Be Responsible, Be Respectful, Be Safe'

- Promote equality and equity amongst all stakeholders.

- Model positive behaviours and build relationships.

- Have **'same-side conversations'** to promote positive relationships.

- Plan lessons that engage, challenge and meet the needs of all learners.

- Use a visible recognition systems throughout every lesson.

- Keep a positive learning environment where children feel safe.

- Be calm and give **'take up time'** when going through the steps. Prevention before sanctions.

- Follow up every time and engage in reflective dialogue with learners.

- Never ignore or walk past learners who are not meeting expectations of behaviour.

- Report challenging behaviour appropriately on CPOMS.

Middle Leaders will…

Middle leaders are not expected to deal with behaviour incidents in isolation. They are to work alongside colleagues to support, guide, model and show a unified consistency to the leaners.

- Meet and greet learners at the beginning of the day

- Be a visible presence in the phase to encourage appropriate conduct

- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations

- Regularly celebrate staff and learners whose efforts go above and beyond expectations

- Encourage use of Positive Notes and Positive Phone Calls

- Ensure staff training needs are identified and targeted

- Use behaviour data to target and assess interventions

Senior leaders will…

- Meet and greet learners at the beginning of the day

- Refer to 'Be Responsible, Be Respectful, Be Safe'

- Be a visible presence around the school

- Never ignore or walk past learners who are not meeting expectations of behaviour.

- Celebrate staff, leaders and learners whose effort goes above and beyond expectations

- Regularly share good practice

- Recognise learners with more complex needs and support members of staff in helping them.

- Engage with staff to support learners with more complex needs.

- Analyse CPOMS for recidivists.

Parents will…

- Support policies and procedures of the school.

- Report home/school changes as soon as possible.

Focus areas

All classes should display the focus areas appropriate for their year group in their classrooms (appendix 2 and appendix 3) to ensure consistency of expectations throughout the school.

Rewards for positive behaviour

- Class Recognition Board to recognise pupils who exceed expectations - Name and Fame.

- Bee stickers given in line with the rules.

- Children collect House Points every week, for positive conduct and attitude towards their learning.

- Each term the house with the most house points will have a 'house reward'

- Pupil achievements will be recognised through our certificates at assemblies.

- Staff will also celebrate success by sending home a 'Positive Postcard'.

Challenging behaviour

7 positions

We work on the idea brought forward by Spencer Kagan in that challenging behaviour comes from 7 unique "positions":

- Angry

- Attention seeking

- Avoiding failure

- Bored

- Control seeking

- Energetic

- Uninformed

When dealing with challenging behaviour, staff should address the position rather than the behaviour to enable the children to be responsible, respectful and safe.

Behaviour sequence

All staff should follow the Ravensbury behaviour sequence (appendix 1, 6 and 7) when dealing with challenging behaviour.

Types of behaviour

Positive behaviour	Low-level inappropriate behaviours (not an exhaustive list)	Serious incidents referred to SLT (not an exhaustive list)
• Being kind to others • Great effort in class • Contributing to class discussions • Being helpful • Producing high quality pieces of work • Taking responsibility for own learning • Setting a good example for others • Honesty • Sharing • Good presentation • Working quietly • Being restorative	• Shouting out • Not responding to instructions • Getting out of seat unnecessarily • Distracting others • Talking when they should be listening • Walking away or answering back • Being off task • Rocking on chair • Wearing makeup or unapproved clothing • Coming into the building at break or lunch without permission • Not completing work in the given time	• Fighting • Assault of an adult or another child • Hiding or running away from an adult • Extreme disrespect of an adult • Vandalism, including deliberately damaging property, flooding and graffiti • Unsafe behaviours • Discriminatory behaviour (e.g. racist, homophobic)

Consequences

Consequences should be appropriate, linked to the type of disruption and proportionate with the size of disruption. They should also be clear and, where possible, pre-established.

Low-level consequence	Mid-level consequence	High-level consequence
• Apology • Thinking Time in agreed space • Act of kindness • Work completed in own time (home if appropriate).	• Chat With Parents (class teacher) • Thinking Time in agreed space • Act of kindness • Work completed in own time (home if appropriate).	• SLT Support • Restorative Meeting • Family Meeting • Phase leader • Headteacher • Positive Response Plan • Individual Behaviour Plan

Responsible, Respectful and Safe

All children are expected to understand and follow the 3 rules be 'Responsible, Respectful, Safe'. They will be reminded about these rules dependent on the behaviour displayed in class.

Stage 1 – Responsible, Respectful, Safe – the child is demonstrating they are ready for learning through being safe and respectful.

Stage 2 –Children will be given reminders about the rules to stay on track. At this point, the child should understand that they should be thinking about any changes which they should be making to their behaviour and applying an appropriate strategy in order to follow the rules be 'Responsible, Respectful, Safe'.

Stage 3 – Not Responsible, Not Respectful, Not Safe – the child's behaviour is not responsible, respectful or safe. During learning time, the child may be asked to work away from their peers or in another classroom for a period of time. After returning to their class, they will have a restorative conversation with their teacher focusing on putting things right and thinking about how they could have made a better choice. The child's class teacher will inform the child's family of this. Children may also need reflection time with a senior leader following a more serious incident, which may be over playtime or lunchtime. Parents/carers would be informed of this as well. See also appendix 7 for escalation

For most children the above supports them effectively to manage their own behaviour. However, for a small number of children additional support is needed.

Racism, Homophobia and Discriminatory behaviour

Like bullying, racism and homophobia can exist in any school. All pupils should know that racism and homophobia are wrong. Pupils should tell any adult if they know of any racism or homophobia in school. All staff take cases of racism and homophobia seriously; they aim to ensure that they are known to be unacceptable.

The Headteachers reports to Governors on racist incidents and incidents of homophobia on a yearly basis. All racist and homophobic incidents will be dealt with no matter how trivial they may seem to be.

If staff are aware of racism or homophobia, they should refer it to the Headteachers directly.

Bullying can include:

Bullying in any form is taken extremely seriously. Incidents of bullying are dealt with quickly and effectively. Instances of bullying are recorded on CPOMs and regularly reviewed by safeguarding team.

Antibullying Procedures

Person responsible for anti-bullying: Headteacher supported by Behaviour lead, Deputy Headteacher, phase leaders and PHSE lead.

1. Context

Bullying is a complex issue which we intend to address in school. In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

We are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team.

2. Principles

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment.
From the moment a pupil enters our school, and throughout their time here. They are:
- every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured;
- pupils learn to be strong and independent through positive relationships;
- pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

3. Definition

We discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. We agree that:

- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally;
- Bullying can be Physical – hitting, kicking, taking belongings
- Bullying can be Verbal – name calling, insulting, making offensive remarks
- Bullying can be Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, text messages

Bullying is usually part of a pattern of behaviour rather than an isolated incident.

If an individual considers themselves to have been bullied, this may have a negative impact on their well-being, which can perpetuate fear of a further perceived or real incident and will thus need to be dealt with.

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting, face to face or online

TYPE OF BULLYING	DEFINITION
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality), face to face or online bullying
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

4. Aims and Objectives

We aim to prevent and deal with any behaviour deemed as bullying, and to promote an ethos where bullying is regarded as unacceptable, so that a safe and secure environment is created for everyone to learn and work in.

This will happen through

- Raising awareness of, and defining bullying as well as gaining an understanding as to why some children bully.
- Positive action to prevent bullying within the scheme of work for PHSE and opportunities within other curriculum areas
- Development of a consistent response to any bullying incidents that may occur
- Provision of support for all members of the school community who may be involved in a bullying situation
- Developing and supporting home, school and community partnerships.

5. Procedures for Reporting and Responding to Bullying

When a bullying incident occurs we will follow the following core principles

- Involve the child/ren involved in the discussion about the incident

- Complete records of all incidents and log on CPOMS
- Share the recording process and details with the child/ren
- Communicate regularly with parents
- Intervene whilst allowing the opportunity for follow up evaluation of support and if necessary provide a further course of action
- Monitor incidents regularly

6. Strategies for the Prevention and Reduction of Bullying

We will promote behaviour to prevent and reduce bullying through

- The taught curriculum
- Co-operative group work
- Be-friending projects
- Peer support
- Mediation by adults and peers
- A well designed and planned outdoor environment
- Whole school activities
- Use of outside agencies

Monitoring and Evaluation

The effectiveness of our positive relationship strategy will be monitored through:

- Observations of interactions between students, staff, and parents.

- Student and staff surveys to gather feedback on feelings of safety, respect, and belonging.

- Analysis of behaviour incidents and trends related to relationships within the school and reported to governors.

Glossary

- Same side conversation – 1-to-1 non-academic conversation to improve relationship with children.

- Take-up time – Give the child an appropriate time to respond to the instruction.

- Positive postcard – Something to send home to parents to celebrate the child.

Appendix 1

Be Responsible – Be Respectful – Be Safe

Flyby
- Quietly pass by the child and remind them of the instruction and the behaviour you are looking for.

Target, stop, do
- Privately with child
- Describe disruptive behaviour
- State responsible behaviour
- Appreciate

- I notice you are…. remember our rule is…
- I need to see you making the right choice
- I appreciate you're finding things tricky

Language of choice
- Validate position
- State responsible behaviour
- State consequences
- It's your choice
- Encourage
- Non-verbal = non-compliant

- I notice you're still…
- It is the rule about … that you're breaking, if you continue the consequence will be…
- Do you remember yesterday/last week when you did x well? That is what I need to see
- You've continued to break our rules so now you need to…

Consequence
- 10 mins in another classroom

Reflect
- Whilst in another classroom it's time to reflect

Restore
- 2-minute restorative conversation and consequence (adult decision and immediate)

Focus Area 1

Whole-class instruction / new information

EXPECTATIONS

Looks like:

- Paying attention
- Actively engaged
- Following directions
- Being responsible, respectful and safe

Sound Like:

- Being quiet

Feels like:

- Comfortable
- Calm
- Safe

Focus Area 2

Working with team-mates and classmates

EXPECTATIONS

Looks like:

- Willing to work with everyone
- Holding each other accountable
- Staying on task and following directions
- Being responsible, respectful and safe

Sound Like:

- Using quiet voices
- Praising and encouraging

Feels like:

- Comfortable and safe
- Valued and important

<u>Focus Area 3</u>

Solo work and thinking time

EXPECTATIONS

Looks like:

- Keeping our eyes on our own work
- Determined to give our best effort
- Absorbed with our work
- Following instructions
- Being respectful, responsible and safe

Sound Like:

- Silent

Feels like:

- Comfortable and safe
- Determined to give our best effort
- Absorbed with our work

Focus Area 1

Teacher input

EXPECTATIONS

Looks like:

- Sitting still
- Listening ears
- Eyes looking
- Ready to learn

Sound Like:

- Being quiet

Feels like:

- Comfortable and safe
- Relaxed

Focus Area 2

Working with team-mates and classmates

EXPECTATIONS

Looks like:

- Working with everyone
- Kind hands
- Kind feet

Sound Like:

- Using quiet voices
- Praising and encouraging

Feels like:

- Comfortable and safe
- Valued and important

Focus Area 3

Solo work and thinking time

EXPECTATIONS

Looks like:

- Do my best
- Absorbed with our work

Sound Like:

- Silent

Feels like:

- Comfortable and safe

Appendix 4 (Reflection prompts)

broke something	scribbled on something	hurt an adult	hurt a child	being unsafe
hid from adult	**? What happened?**			not being respectful
using bad language				being disruptive
not listening to instructions	threw something	ran off	tore up work	something different

worried	fidgety	confused	angry	sad
annoyed	**What were you thinking or feeling?**			silly
scared				embarrassed
nervous	bored	furious	lonely	something different

Who has been affected?

me	a friend	a teacher
my class	my mum	
my dad		other children
my family		my sibling
people in the community	animals	everyone
another adult	someone else	

What needs to happen to put things right?

make a card	write a letter	talk to someone
say sorry	fix something	
have thinking time		tidy up
make a change		clean something
make a plan	practice	finish my work
hug	something different	

How do you feel now?

sad	sorry	guilty	annoyed	embarrassed
worried				nervous
hungry		How do you feel now?		tired
unsure	calm	better	okay	something different

Next time I will...

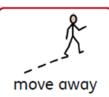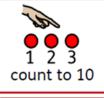|				
move away	ask for a break	go to my calm space	get a fiddle toy	ask for help
tell someone how I feel				count to 10
play with someone else		Next time I will...		be respectful
make a good choice	take deep breaths	listen carefully	remember the rules	something different

Ravensbury Community School

Principles for better behaviour

Don't let the situation happen in the first place

Don't make the situation worse

Intervene strategically – not emotionally

EXPECTATION: Moving around the school

WHAT DOES IT LOOK LIKE?: Children walk quietly and calmly around the building, escorted by a member of staff at the front of the line and the back of line. Children keep eyes to the front, single file, no talking, hands by sides and stay on the left hand side of the corridor. The first person in the line is instructed to hold the door open for the rest of the line. Make sure children are being mindful of displays as they move around school.

WHY IS IT IMPORTANT?: To ensure that no child is moving through the building unsupervised. Running in the building is not safe and could end up with someone getting hurt. If you walk on the wrong side you might bump into someone and hurt them. Walking on the correct side is the responsible thing to do and will help keep everyone safe. Not being mindful of displays on the walls can damage other children's work.

EXPECTATIONS OF STAFF: Staff model the routine/expectation to children and support with clear instruction. Staff to position themselves at the front and back of the line. One to one support are supporting their allocated child. Staff to be consistent in their decision; reward or sanction, explain the decision and follow it through.

PROMPTS:

- What happened / what are you doing?
- What should you be doing?
- What will happen if you continue / what were the consequences of your actions?
- What could have been done differently?
- What needs to happen right now to make things right?

BE RESPONSIBLE, BE RESPECTFUL, BE SAFE

Behaviour Steps

1 Reminder about expectations

2 Warning with a consequences reminder

3 Consequence
Time out in partner class/miss playtime
/miss lunchtime

4 Phase leader conversation
and consequences

5 SLT conversation
and consequences

Behaviour Steps

1. Reminder about expectations

I noticed you are.... remember our rule is...

I need to see you making the right choice

I appreciate you're finding things tricky

2. Warning with a consequences reminder

I noticed you're still...

It is the rule about ... that you're breaking, if you continue the consequence will be...

Do you remember yesterday/last week when you did x well? That is what I need to see

You've continued to break our rules so now you need to...

3. Consequence
Time out in partner class/miss playtime/miss lunchtime

What happened?

What were you thinking or feeling?

Who has been affected?

What needs to happen to put things right?

How do you feel now?

What will you do next time?

Parents informed by chat/phone call at the end of the day

Logged on CPOMS

4. Phase leader conversation and consequences

What happened?

What were you thinking or feeling?

Who has been affected?

What needs to happen to put things right?

How do you feel now?

What will you do next time?

Parents informed by chat/phone call/text at the end of the day

Logged on CPOMS

5. SLT conversation and consequences

What happened?

What were you thinking or feeling?

Who has been affected?

What needs to happen to put things right?

How do you feel now?

What will you do next time?

Parents informed by chat/phone call at the end of the day

Logged on CPOMS

Escalation

1 Consequence
Time out in partner class/miss playtime
/miss lunchtime

2 If child returns and they are still making the same wrong choices this will escalate to half day in a different class -parents will be informed

If child returns after half day in another class and still are making wrong choices they will spend a full day in partner class – parents will be informed.
3

4 If no improvements a behaviour plan will be put in place which will detail escalations

5 CPOMS monitoring of incidents – if there are repeated incidents throughout a week – move to step 2.

Any extreme unsafe behaviours eg throwing large items, hurting with intent to harm, extreme disrespect will jump immediately to Step 3 or 4 depending on the severity.