

## **Positive Relationships policy- Michael School**

### **Our School Vision:**

**“Whatever we do in the future, we know that we have been prepared for life.”**

Michael School is a small school with big learning experiences. It is an exciting place to learn with times to be calm when we need them. We learn in a variety of ways and enjoy lots of different activities. Our learning means something to us and is fun and motivating. Pupils and staff aim high and try to do their best. We know that if we work hard, our achievements will be celebrated. It is a place where we take risks and are not afraid to fail. Michael School is a happy and caring place where everyone is welcome. It is a place where everyone is different and important. We understand that we are all good at different things and together we can achieve more. We are part of a school family and Michael School is the beating heart of our village. We are proud to be members of Michael School. Whatever we do in the future, we know that we have been prepared for life.

### **Underpinning principles:**

At Michael School, we are committed to supporting our children to secure the skills they need to become positive, happy members of society. Alongside those important academic learning skills, we know that the ability to form and maintain positive relationships with all those people we will interact with in our lives, is crucial. Whether this happens in school, in the community, the workplace or online, the principles are the same. We want to ensure that our young people are provided with the understanding needed to be able to manage these relationships effectively. We highly value these skills and will praise and reward when we see children demonstrating them. Behavioural change takes time and is a process. We are committed to supporting them on this journey.

We will use the following three categories to base our positive behaviours upon:

### **Be Respectful, Be Safe, Be Kind.**

**Be Respectful:** to everyone around you. We expect everyone in our school to

- Use good manners at all times, especially saying 'Please' and 'Thank you'.
- Speak nicely to each other
- Appreciate that we can have opposite opinions but discuss these in a positive and respectful way
- Manage our emotions so that we are able to have a calm conversation
- Adjust your behaviour to suit the environment you are in.
- Be able to consider the feelings and needs of others, including showing empathy and understanding.
- Show people you are listening to them when they speak.
- Have high standards for our own conduct and behaviours

### **Be Safe:**

- Use a range of tools and techniques to help us manage anger and extreme emotions.
- Access support from adults in school if we are feeling overwhelmed or angry.
- Never use physical violence against anyone.
- Look for risks to keep yourself and others safe.
- Have an understanding of online risks and how to manage them.
- Ask for help if you need it.
- Respect other people's personal space.
- Speak to trusted adults if someone isn't keeping you safe.

### **Be Kind:**

- Help others who need it.
- Encourage each other and offer to help where you can.
- Smile at and greet others!

- Think about how you would like people to help/ treat you if you were in that situation.
- Offer to play with people and say 'yes' if they ask to join you.
- Never use unkind names towards others.
- Don't provoke or upset people by trying to antagonise them.
- Be that person who builds confidence in others.

If we always remember to consider these three rules, we will ensure that ourselves and all others are happy and thriving in school and in society.

### **Who do we need to have positive relationships with?**

There are many different people who we will interact with at Michael School.

- Every child in school
- Members of school staff
- Adults from the Community
- Children who visit our school
- Pre-school children during their visits
- Parents/ Guardians and family members
- Staff from visiting outside agencies e.g. school nurse, speech and language etc.
- Volunteers who help with our learning.
- People who lead school visits to different locations
- Visitors to school
- Bus and coach drivers
- Friends of Michael School team
- Governing Body Members
- Everyone!

Some of these relationships will be limited interactions, others will be close friendships and relationships. It is important for our young people to have the skills to manage these at every level.

We expect all members of the Michael School family- children and adults- to 'Be Respectful, Be Safe and Be Kind' towards everyone.

### **Actions to be taken if 'Be Respectful, Be Safe, Be Kind' is not shown by the Michael School family**

It is crucial that all children and adults feel safe and happy at Michael School. We pride ourselves on a welcoming ethos and we want this to continue.

As stated in our school vision, everyone is different and important. As such, we know our children well. We will take any additional needs and known changes in circumstance into consideration when having conversations with parents and deciding on next steps.

Our aim at Michael School is to support children in giving them the time, skills and strategies to effect changes in their behaviours next time the situation arises. If these changes are not shown and actions are repeated, we will create individual behaviour plans. Should any individual behaviour plan be needed, these will be created in conjunction with parents and guardians and personalised.

As a primary school, we understand that our youngest and newest pupils need some time to settle into our school family and to learn the skills they need to show these positive behaviours. On the first instances of negative actions, we will speak to parents and help the child with possible strategies should incidences happen again.

### **How will we help children to manage their choices?**

- Children will always have access to a quiet area if they need time on their own, time to control their emotions or reflect. We encourage all children to be able to identify the times when they need this, however we will support them or direct them in this if needed.

- Children will always have access to a trusted adult to help them.
- PSHE and Relationships lessons are taught regularly by teachers and also visitors from Isle Listen (Key Stage 2).
- Children with additional needs may have specific social/emotional support strategies identified for them.
- Nurture provision may be available when possible for identified children.
- E-safety lessons are covered as part of the ICT curriculum guidance including staying safe online.
- Children are involved in risk assessments etc. to help them identify best and safest choices.
- We have community police officers for the West of the Island who regularly visit school. They have discussions and lead sessions with upper KS2 children about their role in the wider community. They also develop positive relationships with all of our children which helps the community as a whole.

### **How do we encourage positive behaviours and relationships?**

At Michael School, we aim to prepare our children for life. Part of that is through helping them to have an understanding of finance and rewards for effort. We therefore use our system of 'Primary Pounds' to encourage this. Our children in school all earn Primary Pounds for showing positive social, attitude, effort and learning behaviours.

Primary pounds are awarded for:

- self-initiated/ home learning
- showing kindness
- excellent learning in school
- representing themselves and our school well in tournaments, on school visits etc.
- excellent manners
- reaching targets and 'aiming high' with their learning.

Each child notes their primary pounds total in their planners and will receive certificates in celebration assembly for milestone totals reached. Children can use their primary pounds to buy items from our 'Treat Trolley', buy tickets for treat afternoons in school or save

them if there is something they would like to buy but don't have enough yet!

### **What happens if a child is not Respectful, Kind or Safe?**

We understand that all behaviour is communication. Therefore, we value the impact that quality discussions between a child and adults can have. We will always spend time having discussions with our children about what has happened, why, what they are struggling with and then helping them to identify a more positive course of action next time. These conversations will happen privately and away from other children and will be with an adult that they have a positive relationship with. However, there are some occasions where a more personalised approach is needed.

There will also be some children with Additional Needs who need a personalised approach to managing their behaviour and extra support in learning how to maintain positive relationships. As a school, we may need to have an individual approach for some linked to their need. Whilst actions will have been taken in these incidences, we won't be able to discuss these with other parents or children in respect of their privacy.

We will use restorative processes and intervention programmes to help children manage their behaviour and learn how to be accountable for their actions. Supporting children to be honest about their choices and therefore take responsibility for them, is a crucial step in developing lifelong positive behaviours.

We will work with parents as partners to support the child in making positive actions following an incident. However, should there be repeated incidents then we may need to follow the Department of Education, Sport and Culture's Suspension of Pupils- policies and procedures document. This is available by request from DESC.

Although our primary aim is to support children in developing their positive relationships with others, there may be times where we need further action to keep everyone safe.

These actions from the DESC policy include:

- 1) Review our curriculum provision for a pupil.
- 2) Requirement to leave the premises at lunchtime.
- 3) Informal suspension e.g. 'cooling off period'.
- 4) Seeking of appropriate and relevant support from external agencies.

All adults working in Michael School are also expected to follow the 'Be Respectful, Be Safe, Be Kind' approach in all aspects of their relationships with children, colleagues and parents.

### **Positive relationships online**

Through our ICT curriculum and PSHE provision, we will be supporting children in developing positive behaviours when online. These are discussed further in our E-Safety policy. We will teach lessons covering how to stay safe online, appropriate content for messages etc. We also have the Community Police Officers for school who come and speak to our Year 5 and 6 children about online bullying, misuse of devices and the consequences for this from a legal perspective. These are very useful sessions delivered in an age-appropriate way with lots of discussion.

As a school, we will use Arbor to maintain our communication with parents and guardians regularly so that you are well-informed.

Staff in Reception/ KS1 will use the Tapestry app to keep you informed about your child's positive relationships in school so you can see their learning journeys and have regular contact.

### **School staff with parents/ parents with school staff.**

One of the most important positive relationship for us in school is the one between our staff and you as parents. At Michael School, we pride ourselves on being approachable and always ready to discuss any issues. We believe that we should be acting quickly to address any worries that our young people have so that they can feel happy and focus on their learning. We will do this in the following ways:

- Timely meetings: Please contact the office to make appointments for meetings. These meetings will not take place before school, unless previously arranged, due to teachers setting up and being unavailable at this time. We need to ensure we can have an appropriate amount of time to talk, allowing for an effective conversation and considering next steps.
- Parents being available as an emergency contact- if your child is ill, we will need to contact you quickly. Please help us to do this by making sure we have up-to-date numbers.
- If you are going to be late to collect , please let us know in advance so that we can plan supervision and let your child know there is nothing to worry about.
- Emails- you are able to email your child's teacher directly. However we ask that you also send your email to [michaelenquiries@sch.im](mailto:michaelenquiries@sch.im) where it can be actioned by the headteacher/ administrator if the teacher is absent.
- Tapestry for Reception and KS1 children- this encourages a 2-way conversation between school and home.
- Timely actions from school staff when actions are needed.
- Planners- these are used as a 2-way communication. Planners are a more appropriate method of communication for some messages e.g. if the child needs to look for their lost items etc.

Parents and guardians are also expected to follow this approach in their interactions with staff members. This will allow for effective conversations, leading to the best outcomes for their children at Michael School. We will not accept aggression or rudeness in any form towards our staff or other children. We ask that you particularly model appropriate actions when your child is present, it is crucial



that we show our young people how issues can be solved in a productive and positive way.

### **Summary**

We are fully committed to supporting every child in Michael School in their journey towards being the best person they can possibly be. This all begins with having the skills to develop and sustain positive relationships with those around them. If we are all working together with them to always '**Be Respectful, Be Safe, Be Kind**' then that is the most important life skill of all. All other learning and social skills have that foundation to build on.

Date of policy implementation and approval by Governing Body:  
March 2023

Updated: September 2024

Date for review:  
September 2025

