SCHOOLS ACHIEVING SUCCESS TOGETHER

Sherborne Abbey
CE Primary School

Relationships Policy & Procedures

Reviewed June 2025

Next Review due June 2026

Sherborne Abbey CE Primary School

Relationships (inc. Behaviour) Policy

This is the day that the Lord has made; Let us rejoice and be glad in it.

Psalm 118:24

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Rationale & Aim:

At Sherborne Abbey our aim is to create a happy, secure and stimulating environment where everyone is encouraged to do their best, helped to promote self-discipline, and able to feel physically and emotionally safe, all whilst being treated with respect and dignity.

We know that a positive approach to the development of good relationships and behaviour is crucial to the overall success of our school. Our emphasis will always be on recognising and celebrating effort and success across our school, so that all pupils feel valued and encouraged to do their best at all times.

We teach our children to take responsibility for their own actions and to accept the consequences. Self-reflection plays an active part in getting children to understand how their behaviour can have either a positive or negative effect on their peers, staff, family and community. Children need to take responsibility in identifying the part they played in any behaviour issue within school or our community.

Our expectation is that all members of our school community are involved in promoting good relationships and good behaviour for learning.

Our Relationships Policy operates alongside other policies (which can be found on our website):

- Anti-Bullying
- Safeguarding (Child Protection)
- Health and Safety - *SAST*
- Exclusions - *SAST*
- Curriculum
- SEND - *SAST*

Sherborne Abbey's Commitment to Relationships

Our Relationships Policy aims to:

1. Promote Positive Relationships

We will:

- Foster a culture of respect, empathy, and kindness through the promotion of school values.
- Role-model positive behaviours and teach students how to interact with others positively.
- Encourage peer support and teamwork through collaborative learning activities.
- Sherborne Abbey CE Primary School recognises the importance of high-quality relationships at all levels; including our families, stakeholders & whole community.
- Good relationships develop within a safe and secure environment which allows self-awareness, motivation, develops social skills and empathy enabling our pupils to manage their feelings more successfully.
- To develop socially and emotionally effective learners, the pupils need to see teachers as good role models. Teachers should be careful with the language that they use and the tone of their voice. Body language speaks volumes.
- Personalising Learning is about making sure that all learners have a starting point and an outcome and this will not be the same for everybody. This applies to their ability to access subject knowledge as well as their level of emotional intelligence.
- Staff need to take the time to get to know their pupils as individuals so that they can develop positive relationships and mutual respect.

2. Foster a Sense of Belonging and Inclusivity

We will:

- Ensure that all students feel welcomed and valued (regardless of their background or abilities.
- Celebrate and promote cultural diversity, promoting mutual understanding and respect.
- Implement strategies to support students who may experience emotional or social difficulties, ensuring their inclusion in all aspects of school life.

3. Develop Emotional Intelligence and Interpersonal Skills

We will:

- Incorporate emotional literacy programs and activities into the curriculum, such as Circle Time and PSHE lessons (through Jigsaw).
- Provide students with opportunities to develop empathy, conflict resolution skills, and effective communication techniques.
- Encourage students to express their emotions in a healthy and constructive manner.

4. Addressing and Preventing Issues

We will:

- Implement a comprehensive anti-bullying policy that outlines clear procedures for reporting and addressing incidents.
- Educate students about the negative impacts of bullying, discrimination, and harassment.
- Provide appropriate support to victims and perpetrators of negative behaviours, ensuring a restorative approach is taken when possible.

5. Supporting Healthy Relationships

We will:

- Promote the development of positive relationships between students and staff through a nurturing and supportive ethos.
- Provide age-appropriate education on healthy friendships, consent, and boundaries.
- Encourage positive parental involvement and engagement, fostering strong home-school partnerships.

6. Promoting Equality and Celebrating Diversity

We will:

- Embed diversity in the curriculum, ensuring students learn about different cultures, religions, and identities.
- Challenge stereotypes and prejudice through inclusive teaching and learning.
- Celebrate cultural events and organise activities that foster understanding and appreciation of diverse backgrounds.

7. Good Communication

We will:

- Ensure regular communication channels are established with parents, including newsletters, parent-teacher meetings, and digital platforms.
- Provide platforms for student voice, such as our school council / eco council or suggestion boxes.
- Encourage open and honest dialogue between staff members, ensuring collaborative decision-making and problem-solving.

8. External Agencies and Support

We will:

- Collaborate with external agencies, such as counsellors or educational psychologists, to provide targeted support for students with specific relationship-related needs.
- Regularly review and update our relationships policy to reflect best practices and incorporate guidance from external agencies.

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<u>Our School Rules at Sherborne Abbey School:</u>

This is the day …

- I am kind
- I show respect
- I am responsible

Rewards (*Please see appendices at the bottom*):

'Catch them being good' - it is better to reward appropriate behaviour and, if possible, tactically ignore episodes of inappropriate behaviour.

- In addition to verbal praise and feedback which is embedded in our teaching and learning, we have "whole school" incentives and rewards to recognise and celebrate good behaviour, good work, helpfulness to peers and adults.

Whole school incentives are:-

- Class Dojo Shop KS2 and Dojo Prizes KS1
- 'This is the Day' pupils within Celebration Assemblies (and the benefits they bring!)
- Role model of the week
- In-class celebrations
- Praise Stickers
- Yr 6 duties & activities
- End of key stage two academic and achievement awards
- Reading & Worker of the Month Parent Celebration Assemblies
- Times Tables & Number Bond (Maths) Reward Badges

Teaching and learning

How pupils learn what you want them to learn needs to be made explicit – so that desired behaviours & relationships can be repeated. Promoting emotional intelligence raises achievement.

Following Instructions

- Do your pupils understand why it is important to follow instructions and how it will benefit them and others if they do?
- If you want your pupils to follow instructions then you need to teach them to do so. Are instructions only presented orally – are they modelled?

Allow others to learn

- What behaviours show that pupils are allowing others to learn?
- Do you reward good behaviour?
- Do your pupils understand what the expectations are during an activity – is this explicit and modelled? Some of your pupils need to be taught how to wait their turn, how to contribute cooperatively to group work, that it is rude to interrupt, etc.

Be polite and respectful

- Social skills are not yet developed in all pupils and you need to use as many opportunities as possible to promote politeness and respect by your own positive behaviour.
- Pupils will mirror your behaviour and expectations
- Some pupils have not yet fully developed acceptable manners, nor do they always see good role models. Do your teaching plans incorporate opportunities for reinforcement of politeness and manners through rewards?

Be prepared

- Rewarding your students who are always prepared ensures that most of your pupils will see the links between good organisation and achievement. For those who can't always meet our expectations there needs to be a planned strategy rather than a consequence, Don't forget that not all pupils have the resources readily available at home so spare equipment needs to be kept for these eventualities

High Expectations:

In class

All pupils at this school have agreed to the expected standards of behaviour through developing a **Class Charter.** These are clearly displayed in all classrooms and teachers remind children of them regularly. The aim is to provide a good and purposeful learning environment for all children. Children will be rewarded for good behaviour (appendices). Breach of these rules will result in consequences for the child (appendices)

On the playground

The same level of behaviour is expected in the playground from all pupils. If pupils make a wrong choice in the playground it will result in consequences (appendices)

Lunchtime

The same level of behaviour is expected in the playground. Midday Supervisors have the same authority as teachers / support staff and will apply the same consequences, i.e. warnings, sitting out and leading to removal of playtime. ***Children will be sent to wait by the 'Time Out' space. This can be for a graduated amount of time (depending on the incident)***

School Visits and Outside of School

The agreed rules apply to all pupils. Staff will deal firmly and fairly with misbehaviour wherever it occurs since all venues are regarded as extensions of school and the children act as ambassadors of our good name. Incidents of serious misbehaviour on school visits will always be reported to parents and The Headteacher will decide whether the pupil can take part in an activity beyond the school grounds in the future.
Teachers can also discipline pupils for wrong choices outside of school where they see children wearing school uniform, are travelling to and from school or are in some way identifiable as a pupil at the school. They may also discipline behaviour outside of school if the behaviour they see could have repercussions on the school, pose a threat to another pupil or members of the public or could adversely affect the reputation of the school.

Our school signs up to UNICEF Rights Respecting Schools Charter

RIGHTS AND RESPONSIBILITIES
The agreed rights and responsibilities of pupils, staff and parents are:

Rights of children

- To be able to learn to the best of their ability
- To be treated with consideration and respect
- To be listened to by the adults in the school
- To know what is acceptable behaviour, and subsequently the consequences of unacceptable behaviour
- To feel safe
- To be treated fairly
- To have their positive behaviour recognised and rewarded

Rights of staff

- Have the authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction
- To confiscate property
- To be treated with respect by pupils, parents and colleagues
- To be able to teach without unnecessary interruption
- To enjoy working in a pleasant and safe environment
- To receive support from other members of staff, governors and from parents
- To be involved in making decisions within the school

Rights of parents / carers

- To have information on school processes and curriculum
- To be able to participate in decisions relating to the education of their children
- To receive and offer information about their children's education and behaviour
- To expect consistent codes of behaviour to be used throughout the school
- To expect that there will be no cultural, sexual or physical discrimination against children or parents

Responsibilities of children

- To treat other children and adults with respect
- To listen to the views and opinions of others
- To be co-operative and considerate
- To act in a safe and responsible manner, in and out of the classroom
- To follow instructions from staff
- To attempt to settle disagreements in a fair and civil way
- To share and care for the environment

Responsibilities of staff

- To ensure that the school rules are known to all and are enforced
- To ensure their class behaves in a responsible manner
- To have high expectations of their children
- To create a safe and stimulating environment
- To give clear guidance on property which should or should not be in school
- To treat all pupils with consistency and respect
- To listen and encourage children to speak
- To allocate use of facilities appropriately and fairly
- To communicate regularly with parents, through parent consultations and reports and, when appropriate, to inform parents of concerns or success
- To recognise, praise and promote children's positive behaviour
- To take responsibility for the smooth running of all the school
- To support each other

Responsibilities of parents / carers

- To support the aims of the school
- To ask for information if they are unsure or want to know more
- To treat other people's children with respect
- To share concerns with staff at the earliest opportunity
- To support the school's system of rewards and consequences
- Not to use social media sites as a means of airing views but to talk to school staff directly e.g. Facebook
- To discourage any use of abusive, racial, sexual language in the home

Responsibilities of the Senior Leaders

- To implement the school behaviour policy consistently
- To report to governors on its effectiveness
- To ensure the health and safety of all children in the school
- To support staff implement the policy
- To keep records of all serious incidents of poor choices
- To give fixed-term suspensions to children as well as permanently exclude after notifying the governors (see Exclusions Policy)
- To talk to pupils and discuss matters with them, their parents and class teacher
- To agree with the above positive ways forward to improve behaviour, if possible

Bullying

We consider bullying to be any form of behaviour that makes another person feel uncomfortable or intimidated. In society this ranges from teasing and name calling to physical threats and violent behaviour as well as the use of the internet or cyber bullying. The school has an Anti-bullying Policy which is published separately.

Our school does not tolerate bullying in any form and staff always take action when bullying is reported. It is important to recognise that positive action is needed to ensure that pupils who bully are supported to change their behaviour – consequences alone are unlikely to be effective.

Confiscation and Searching

The law was amended in 2007 to support schools in their use of confiscation. Clear Government guidelines on screening, searching and confiscation were revised in February 2014 and are available online. These guidelines should be adhered to.
It must be borne in mind that confiscation must be used in a reasonable and measured manner.

The item in question can reasonably be confiscated **UNTIL THE END OF THE SCHOOL DAY. *MOBILE PHONES ARE NOT ALLOWED IN SCHOOL UNLESS LEFT WITHIN THE CLASS BOX THAT IS KEPT IN THE SCHOOL OFFICE THROUGHOUT THE SCHOOL DAY (this is only applicable to children in year 6 who walk to or from school unaccompanied by an adult).***

Items which might be considered harmful e.g. matches, lighters can be confiscated and only returned when collected by a parent or guardian.

Use of Reasonable Force

The DFE guidance on "The Use of Reasonable Force", revised July 2013, is held in staff resources/school policies. It is important that all members of staff read this document since it gives clear advice on what is considered to be the reasonable use of physical intervention. By following the advice it contains and adhering to our Relationship Policy we have established an environment when the use of physical intervention is very rarely necessary.
It is important that staff always seek to de-escalate situations and hence avoid the need for any form of physical intervention. The DFE guidance offers very clear advice about when physical intervention may be considered appropriate.

It is clear that force should only be used when:

- the potential consequences of not intervening are sufficiently serious to justify considering the use of force;
- the chances of achieving the desired result by other means are low;
- a clear oral warning has been issued to the student involved
- there will be significant risk to harm to self and/or others
- there will be significant damage to property will be a significant disruption to learning
  AND
- the risks involved in doing so are outweighed by the risks involved in not using force.

Any incident involving the use of force must be reported to the Head of School / Executive Headteacher immediately and the appropriate incident form completed, which ensures that the appropriate support is offered to all staff and students involved.

Exclusions

Exclusions at Sherborne Abbey Church School are rare and are only used after all other options have been taken. A parent may be asked to collect a child who is unable to cope with time out that day if they are posing a health & safety danger to themselves or others (including severely disruptive behaviour, affecting the learning of others). Staff members are committed fully to the educational needs of every child and use proven strategies to enable children to acquire the academic, social and emotional skills needed for successful transfer to secondary school.

Exclusion is not ruled out as a strategy if required to protect children or adults. If used it will follow the procedures laid down in the SAST Inclusion, Suspension and Exclusion Policy.

Exclusions (fixed term & permanent) are always reviewed alongside the Chair of the AC Committee and appropriate SAST colleagues.

Monitoring

The Head of School / Executive Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour Orange / Red levels. This is also recorded via 'My Concern'. The class teacher records minor classroom incidents.

The Head of School / Executive Headteacher will give feedback to our Academy Committee about the relevant behavioural analysis.
The Head of School / Executive Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

In Conclusion

Sherborne Abbey School is a happy place where children thrive, and adults work well as a team. Everyone acts together to celebrate the positive aspects of school. The intention is always to reinforce the positive characteristics of living and working together in a mutually tolerant way but always to challenge and learn from unacceptable behaviour.

Appendices:

Reward Systems:

Key Stage One

The children will continue to work towards earning 'Dojos' but when they have earned 20, they will redeem them for a reward of their choice from a given list, created alongside the children.

For example, 20 Dojos could mean:

Bring in your favourite toy.
Sit next to your best friend for the day.
Sit on a special chair/ bean bag during inputs.
Wearing slippers for the day.
Bring in your favourite book.

These rewards will continue each time they reach 20 and recognition for their continued hard work will be recognised with postcards home and book tokens. For example:

3 x 20 Dojos = Postcard home
6x 20 Dojos = Book token

Key Stage Two

In Key Stage Two, children are allowed to save all the Dojos they earn and can exchange them for an array of rewards and experiences. Here is the full list of rewards:

30 Dojos

Rewards: Pencils, rubbers, sharpeners, stationery, smelly stickers, key rings
Experiences: Chair pass (sit by a friend for a lesson); bring a teddy to school; wear slippers or trainers for the day; earn five dojos of interest for not withdrawing any dojos

100 Dojos

Rewards: Chocolate or sweet treat; postcard sent home; maths or colouring stationery set; gift of a mini football or a rugby ball
Experiences: A homework pass; non-school uniform for the day (fancy dress or football kit); a lesson in another class; being a teacher's Helper for a lesson; receive 20 minutes extra play time or board games time or chromebook time; earn seven dojos of interest for not withdrawing any dojos

300 Dojos

Rewards: £5 book token; ice Cream Cone for you and a friend; treasure Box (mystery item lucky dip); fidget toy
Experiences: Whole lesson pass (down time); class sweet or cake day; afternoon tea with the Head(s); 30 minutes of football; earn 10 dojos of interest for not withdrawing any dojos

400 Dojos

Rewards: £10 Voucher; Movie voucher

Experiences: Pizza or burger with one friend; Ice Cream with two friends; water fight with three friends on the school field

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Sanction Systems:







Sanction Systems - GREEN - ***Great for All***

Behaviour Observed	Sanction / Response	For the Children *(Poster in Class)*
On task *Respectful* *Engaged* *Kind & Considerate* *Thinking of others* *Trying their best* *Act of kindness*	Positive raise & recognition	*This is the day we are proud of you…* *I am trying my best.* *I am being kind.*
	Identifying these children as role models	
	Utilising the Dojo (& other specific) rewards e.g. stickers, dojo points, praise, message home etc.	
	Sending to Team Leader / SLT for affirmation	
	Worker of the Month / Star of the Week	
	Dojo Shop & other prizes	

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Sanction Systems - YELLOW - ***Warning***

Level / Progression / Behaviour Observed	**Sanction / Response** ***(for adults)***	**For the Children** ***(Poster in Class)***
If you are not meeting our expectations. This could include: • Repeatedly talking • Distracting others • Deliberately low effort to complete work • Arguing with peers • Calling out • Rude/disrespectful to staff • Throwing equipment • Refusal to follow instructions (As appropriate to age/stage of development)	Verbal warning- give processing time	Remind me how to behave
	Move to a different place around the room	Give me a chance to shine again
	Reminder of expectation *(praising others as role models with the correct behaviour)*	Move me to help me reset in my room
		If I get 3 warnings in a day then I need some time out to reflect.



Sanction Systems - ORANGE - ***Reflection (Time Out)***

Behaviour Observed ***(Continuing from Yellow)***	**Sanction / Response** ***(for adults)***	**For the Children** ***(Poster in Class)***
If you are not meeting our expectations. This could include: • Persistent disruption & not following instructions • Showing a lack of respect to the teacher or others • Using inappropriate language such as being unkind to others • Behaving in a way that could impact on others physical or emotional wellbeing. (As appropriate to age/stage of development)	Recorded on My Concern	Time Out - break or lunch to allow me to think
	Time Out - break time / lunch time - graduated time (no more than 10mins at break / 30 mins at lunch, *depending on the age of the child* Recorded on sheet with 3 incidents or more contact parent / carer	Time Out in another class to allow me to think
	Time Out - partner class (agreed with team) - how long? What do they? Reflection sheet?	My teacher might call home
	Teacher contact parent / carer if required	

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Sanction Systems - RED - ***Serious (Time Up)***

Behaviour Observed	**Sanction / Response**	**For the Children** ***(Poster in Class)***
You are displaying serious issues in your behaviour: • Serious and persistent disruption to learning • Serious lack of respect towards a member of staff • Threatening behaviour towards others • Abusive language towards peers or staff • Continued refusal to comply • Assault / deliberate harm to others • Racist, discriminatory or homophobic language, including sexist derogatory language directed at an individual. (As appropriate to age/stage of development)	Recorded on My Concern	I must stop this behaviour
	Time Out with SLT (Assistant HT / HoS / EHT)	Time Out with Senior Staff
	Internal Exclusion	I need to keep myself & others safe
	Fixed Term Exclusion	
	Permanent Exclusion	
	Contact with parent / carer & possibly other agencies / AC	

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