

St. Andrews International School Samakee

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Positive Relationships Policy



SAS Positive Relationships Blueprint

Visible Adult Consistencies	Core Expectations	Over and Above Recognition
<ol style="list-style-type: none"> 1. Meet and greet children 2. First attention to best conduct 3. Clean slate 	<ol style="list-style-type: none"> 1. Safe 2. Mindful 3. Kind 4. Engaged 	<ol style="list-style-type: none"> 1. Appropriate use of praise - Reward (eg. visible recognition of best conduct, positive postcards, Tapestry, Key Value Award Assembly, House points, Chocolate Milk Friday) 2. Publicly display children's work 3. Fun events

Education must develop every child's personality, talent and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and their environment.

UNCRC, Article 29

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Stepped Intervention	Micro-script: 30-second intervention	Restorative questions and identification of need
<p>Teacher - 'be seen looking' to have taken place before interventions</p> <ol style="list-style-type: none"> 1. A quiet private warning using microscripts if necessary 2. Calm discussion in an appropriate place 3. Calmly move young person to another seat 4. Seek assistance from Phase Leader / Inclusion Leader/ Head of School 	<ul style="list-style-type: none"> • I've noticed that... (identify behaviour - having trouble getting started,) • Remember that our core expectation is to be... (safe, mindful, kind, engaged) • You've chosen to... • Remember the time that... (mention a positive behavioural success from the past) • I know that you can do better it's time to get back to the learning and teaching <p>During the next 'teacher roaming', give (small) praise if behaviour has been corrected</p>	<ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What were you feeling at the time? • Has anyone else been affected? • How are you left feeling now? • What do you need now?

Our Values Framework

Our behaviour expectations are underpinned by both British fundamental values and Thai core values, which share common principles of respect, responsibility, honesty, and consideration for others. We teach pupils that:

- **Respect for rules** reflects both British rule of law and Thai discipline and respect for laws (Value 8)
- **Kindness and consideration** embody both British mutual respect and Thai consideration for others (Value 6)
- **Honesty** is valued in both British and Thai cultures (Thai Value 2)
- **Taking responsibility** reflects both British individual liberty and Thai personal strength (Value 11)

Aims and Expectations

"No significant learning occurs without a significant relationship." Dr James Comer (1995)

All members of the St Andrews Samakee School community, do their utmost to live up to our promise 'Independent, confident life-long learners. We strive to ensure that every child and staff member works within a positive learning environment and that every child will work with staff and others in a positive manner.

At Samakee we provide a calm and caring ethos where everyone feels safe, confident, valued and respected. We foster an environment where our children interact and work together in a supportive

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and empathetic way and are empowered to reach their full potential, emotionally, socially and intellectually.

The primary aim of our positive relationships policy is to promote positive behaviours. We have high expectations of our children and staff and believe that positive reinforcement in a calm and caring manner is the key to promoting positive relationships and appropriate behaviour at Samakee.

Roles and Responsibilities in Promoting Positive Relationships

All teaching and support staff are responsible for setting the tone and context for positive relationships within the school environment and the classroom.

All staff will develop a positive relationship with children, which includes:

- Implementing this positive relationships policy consistently
- Meeting and greeting pupils
- Supporting the movement of people around the school and to be present during transitions
- Showing kindness, respect towards children and using restorative practices
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Using positive reinforcement
- Modeling positive behaviour
- Working hard to ensure that all lessons are effectively adapted (differentiated), are well planned and are part of a number of connected lessons
- Giving positive, specific and regular feedback to all children
- Providing a personalised approach to the specific behavioural needs of particular children

The School Board:

The school board is responsible for monitoring this policy's effectiveness and holding the headteacher to account for its implementation.

The Head of school:

- The head of school is responsible for reviewing and approving this positive relationships policy.
- The headteacher will ensure that the school environment encourages positive relationships and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

Children's Code of Conduct:

Children will:

- Be Safe, Mindful, Kind and Engaged (SMKE)
- Show respect to members of staff and each other
- Treat the school buildings, school property and environment with respect
- Wear our school uniform and be tidy in appearance
- Engage in restorative discussions and reflections

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- Use technology safely and appropriately, in accordance with our school policy.

All Parents, Carers and Families will:

Parents, carers and families can support their child to be the best they can be. Working in partnership with the school encouraging their child(ren) to follow our school rules, **'Safe, Mindful, Kind, Engaged'**, and to demonstrate our key values:-

- **First School** - Explorasaurus, Tryasaurus, Thinkasaurus and Samakeeasaurus
- **Middle & Upper School** - Inquisitiveness, Individuality, International, Imaginative, Inspired, innovative, Intrepid within a supportive and inclusive environment.

A Child-Centered Relationships Policy First & Middle School

"I think probably kindness is my number one attribute in a human being. I'll put it before any of the things like courage or bravery or generosity or anything else... Kindness - that simple word. To be kind - it covers everything to my mind. If you're kind that's it.",
Roald Dahl

We require all staff, volunteers and student teachers to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, an explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.

We support each child in developing self-esteem, confidence and feelings of competence. We support each child in developing a sense of belonging in our setting so that they feel valued and welcome.

- We acknowledge considerate behaviour such as kindness and willingness to share. We refer to Samakeeasuarus/International to help the children understand what it means to be a good friend.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop through repeated experiences with problem-solving, supported by patient adults and clear boundaries. We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.
- Growth Mindset statements and praise are used to encourage a positive attitude towards learning and relationships.

Parents are consulted should the intervention of the Headteacher be required. We aim to work in partnership with parents in formulating strategies for individual children.

Parents are encouraged to discuss any concerns regarding behaviour at any time.

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Samakee Rewards and Consequences

Rewards:

In order to promote a positive ethos staff are encouraged to make use of the following tools to celebrate success where appropriate:

- Verbal praise and non verbal praise and recognition around the school
- Samakee Credits (for Upper School) * Rewards - See *Samakee Credits Policy*
- Achievement and effort recognised in assemblies
- Upper School Pizza Party for top credit earners each half term
- Celebrating achievements in photographs and work displayed throughout the school, Social Media and school website
- Special responsibilities/privileges
- Golden Time - Middle School
- Chocolate Milk Friday
- Positive Postcards Home
- Samakee 7 Key Value and FS Dinosaur Achievasaur recognition and awards at the end of the academic year
- Parents informed formally (reports and parent consultations) and informally through emails, Tapestry and conversation
- Students sent to headteacher or phase leader to show their work
- End of term fun events.

A Student-Centred Positive Relationships Policy Upper School

As children move to Upper School, there is a strong emphasis on personal responsibility and independence. This means promoting good relationships so that people can work together with the common purpose of helping everyone to learn in a safe, effective and considerate way. This begins during tutor time discussing and agreeing on the Samakee rules; SMKE.

Staff are encouraged to refer to the following intervention strategies with regards to supporting positive relationships within the school environment, ensuring that they are building positive relationships and are taking every possible step to engage children in their learning.

Intervention Strategies

The 'Samakee intervention strategies' are a tiered list of suggestions that teachers can action when appropriate.

Methods for discipline need to be as diverse and unique as the students themselves. Repairing relationships will always be our focus.

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Possible Fixed Term Exclusion - if deemed appropriate / Case by Case basis ➤ Parental meeting ➤ Behaviour contract ➤ Privileges revoked ➤ Community service ➤ Written reflection on appropriate behaviour ➤ Restorative practice	Extreme Phase leader and tutor/class teacher to be involved Contact parents always
➤ Seat change ➤ Buddied to another class (Upper school) ➤ Reflection sheet assigned ➤ Small privilege revoked ➤ Restorative practice	Moderate Inform tutor/class teacher & phase leader Contact parents occasionally
➤ Temporary seating change ➤ Private conversation ➤ Brief brain break - (water break/toilet break) ➤ TA task (brain break) ➤ Restorative practice	Mild Inform tutor/class teacher
➤ Give teacher look ➤ Restorative practice ➤ Use proximity ➤ Give non-verbal hand signals (to listen, to focus, to watch etc) ➤ Emphasise School/class rules ➤ Highlight the positive behaviour examples in the class and not the negative ➤ Verbal re-direct (stop inappropriate behaviour or resume appropriate behaviour) ➤ Ask the student a question about the current work task	Gentle

External agencies:

Staff within Samakee work alongside the *Merak Clinic* and therapists to ensure that every child receives the help and support they need to ensure that they are safe, healthy, achieving, nurtured, active, responsible, respected and included.

Student Transition

- To ensure a smooth transition to the next class, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.
- To ensure behaviour is continually monitored and the right support is in place, information related to children's behaviour may be transferred to relevant staff at the start of the term or year. Information on behaviour may also be shared with new settings for those children transferring to other schools.

Expectations of behaviour at Samakee are set out in the following documents:

- Anti Bullying Policy
- Attendance Policy
- Positive Relationships Policy
- Home-School Agreements
- Homework Policy
- ICT - Code of Conduct Policy

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- Incident Report Policy
- Student, Staff & Parent/Carer Social Media and Mobile Devices Policy Policy
- Our School Dress Code
- Samakee Growth Mindset Continuum
- Staircase Policy
- Sun Policy
- Expectations of staff and other documents relating to behaviour and relationships are created by the school from time to time.

Appendix 1: Restorative Practices

“The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things WITH them, rather than TO them or FOR them. “

Ted Wachtel, International Institute for Restorative Practices

The key principles of Restorative Justice are:

- Being responsible for one’s own actions and their impact on others
- Respecting other people, their views and feelings
- Empathising with the feelings of others
- Being fair
- Everyone in school being actively involved in decisions about their own lives
- Returning issues of conflict to the participants
- Willingness to create opportunities for reflective change in students and staff

Restorative conversations could take place, as detailed in the book, *When Adults Change Everything Changes* by Paul Dix:

“when trust is broken or when behaviour has gone under and below minimum standards. When tempers have frayed, when manners have disappeared or when things have been said that should not have been said.”

It is a short discussion, a member of staff leads the conversation using open questions and reflective and active listening. A restorative conversation is more than a process or a set of questions. The behaviour of the adult lies at the heart of it all.

The Art of Engagement - Restorative Enquiry Questions

- **What happened?**
- **What were you thinking at the time?**
- **What were you feeling?**
 - *additional question can be introduced - Was anything happening before this?*
 - *What were you thinking at the the time?*
 - *What were you feeling?*
 - *Has anything happened since?*
 - *What were you thinking at the the time?*
 - *What were you feeling?*

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- *Has anyone else been affected?*
 - *How?*
- *How are you left feeling now?*
- *What do you need now?*

Appendix 2: Microscripts

Sometimes students will just require a respectful reminder to help them become re-engaged. This could be done by using a microscript, a 30 second intervention, that may save teachers from becoming engaged in a confrontation with a student.

Friendly reminders, given during teacher roaming, could be:

- I've noticed that ... (then identify the behaviour)
- Remember that our core expectation is to be ... (respectful, compassionate, ambitious)
- You've chosen to ...
- Remember the time that ... (mention a positive behaviour/a success from the past)
- I know that you can do better
- It's time to get back to the learning and teaching

Using the above microscripts carefully at a time of crisis for a child, could, as Paul Dix states, 'represent the difference between calm and chaos, confrontation and compliance, inclusion and exclusion.

Review:

The policy will be reviewed in line with the school's review cycle.