



## ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

### POSITIVE RELATIONSHIPS POLICY

This policy is written in support of the Vision and Values of St Michael and All Angels (Foundation) Primary and Pre-School.

<b>Last Reviewed</b>	Summer Term 2024
<b>Next Review Due</b>	Summer Term 2025

#### **Linked Policies and Document:**

Behaviour Principles Written Statement  
Special Educational Needs  
School Vision  
Behaviour Guidelines  
Equality Policy  
Safeguarding & Child Protection Arrangements  
Safeguarding Policy & Child Protection Procedures

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### Introduction

Our school has an emphasis on people within the school community taking responsibility for their actions and encouraging good choice-making. Establishing positive relationships along with high expectations and a focus on learning is imperative. All must develop an understanding that actions have consequences whilst recognising and celebrating positive choices. These are essential life skills that will stand pupils in good stead for living successfully in society.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and consequences

### Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

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### Roles and responsibilities

#### The governing board

- The governing body is responsible for reviewing and approving the written statement of behaviour principles.

#### The headteacher

- The headteacher is responsible for reviewing this Positive Relationships Policy in conjunction with the governing body giving due consideration to the school's Statement of Behaviour Principles.
- The headteacher will also approve this policy.
- The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

#### Staff

- Implement the behaviour policy consistently
- Have firm, fair, clear boundaries and routines
- Have engaging lessons that stretch and challenge learners
- Model positive behaviour conversations with assertiveness, confidence and reflection
- Reinforce the school values and vision
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS
- The senior leadership and pastoral team will support staff

#### Parents

- Support their child in adhering to the Pupil Code of Conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

#### Pupil Code of Conduct

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other

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- In class, make it possible for all pupils to learn
- Move quietly around the school using 'smart walking'
- Treat the school buildings and school property with respect
- Wear appropriate uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

### Restorative Approach

A restorative approach is a no blame approach. It is very important that praise and rewards have great emphasis. Children achieve more, are better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Restorative approaches are based on four key features:

- RESPECT - for everyone by listening to other opinions and learning to value them
- RESPONSIBILITY - taking responsibility for your own actions
- REPAIR - developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

Staff have been trained in restorative approaches and will apply them when resolving situations in the school. This approach starts with a restorative enquiry if conflict arises over low level issues i.e. friendship breakups, disputes over games, running in the corridor or not responding to reasonable adult requests.

### Behaviour management

#### Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Each class should have seating plan

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- Display the school values and vision and reinforce through praise and rewards, modelling what it looks like at our school
- Develop a positive relationship with pupils:
  - Greeting pupils at the door at the start of the day and after breaks etc. No lining up, straight in with a member of staff at the rear (after breaks)
  - Establish Firm, fair, clear boundaries and routines
  - Communicating clear and specific expectations of behaviour in ways additionally to verbally
  - Highlighting and promoting good behaviour with behaviour reminders when appropriate
  - Concluding the day positively and starting the next day afresh when possible.
  - Having a plan for dealing with low-level disruption
  - Using positive, descriptive reinforcement
  - Liaising with external agencies when required
  - When communicating use names to connect, be clear, be short and visual

### Investigating concerns when things go wrong

The following questions will be asked in a quiet and appropriate space. Questions will be first asked to the person who has been harmed and then to the harmer. All members of the school community have a responsibility to report sustained harassment (bullying) whether they are the victim or witness it.

- Tell me what happened?
- What were you thinking? And now?
- How did you feel? How do you feel now?
- Who else has been affected?
- What do you need / need to do to fix this / move on?

The following conditions will be followed:

- Only one person talks at a time
- No interrupting
- Be respectful to each other
- Listen carefully to each other
- Confidentiality - explain that this is between the people involved (plus parents if required)
- Be aware of any matters with regards to Safeguarding. If something is disclosed, appropriate measures must be taken in line with Safeguarding Policy.

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\*If young people do not follow expectations or are still /become angry, stop! If incidents are sustained or reoccur, a restorative conference may need to take place with all the appropriate affected people.

### Incidents

#### Low level incidents are defined as:

- Disruption in lessons, in corridors/toilets at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Not following the school values/rules e.g. being disrespectful or listening to adults
- Bad language

#### Serious incident is defined as:

- Repeated breaches of the school values/rules
- Any form of bullying or violence
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

In deciding what is a serious incident, staff should use their professional judgement and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident
- the degree of force used
- the effect on the pupil or member of staff
- the child's age

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Incidents must be reported on CPOMS and parents informed if it is a serious incident or a pupil was upset.

### **Hate crime, incidents and bullying**

Under the Equality Act 2010, schools have a duty to eliminate discrimination against pupils due to factors including race, which covers skin colour, nationality and ethnic or national origins.

A racist incident is any incident which is perceived to be racist by the victim or any other person as recommended by the Stephen Lawrence Inquiry Report.

If a racist incident occurs between parents of pupils, it is up to either of the parents to decide whether to call the police.

There is no legal definition of a hate crime. However, the police and the CPS (Crown Prosecution Service) have an agreed definition of hate crime as:

*"Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender."*

There is a distinction between a hate crime and a hate incident.

*"A hate incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender."*

However, a hate incident does not necessarily break the law. Where a hate incident amounts to a criminal offence, and is based on one of the five protected characteristics, it is known as a hate crime.

The type of conduct which will be considered as a hate incident is wide ranging and includes the following:

- verbal abuse
- harassment
- bullying or intimidation
- physical attacks
- threats of violence
- hoax calls, abusive phone or text messages, hate mail
- online abuse
- displaying or circulating discriminatory literature or posters

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- graffiti
- arson
- throwing rubbish in a garden
- malicious complaints

Any concerns about hate incidents/crimes should be discussed with a member of the Senior Leadership Team. Information on how to report a hate crime can be found at <https://www.report-it.org.uk/home>

Children can report any crime anonymously at <https://www.fearless.org/>

### Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different.

Dismissing such language as banter is not helpful as it is being used to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

### Rewards

We have in place a variety of praise systems to promote positive choices:

- Verbal and written praise from all staff in school for positive learning behaviours, effort or their positive choices.
- House/team points system.
- Children who have demonstrated positive learning behaviours will be asked to share their learning with other staff. Their effort can also be rewarded by an invite for 'Afternoon Tea' with the head teacher on a Friday afternoon.
- School staff celebrate positive behaviour with parents/carers by the phone, text or face-to-face.
- Every Friday, a Celebration Worship is held where parents are be invited and certificates given.
- Children have an opportunity to receive a variety of rewards such as extra playtime, class treats, free time in class.

Individuals may also have individualised reward systems as part of personalised plans.

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### Consequences

Consequences will be appropriate and will be chosen and agreed between all participants involved, this may take some suggesting and modelling.

They could include:

- Time out/thinking/reflection time which could be during break time.
- Missing a class reward
- Internal isolation for a lesson/afternoon/day
- Fixed term exclusion
- Permanent exclusion

A consequence must never be associated with a curriculum area e.g. writing lines, reading, times tables.

There should always be the opportunity to repair the relationship or make amends for their behaviour.

Feedback to parents should be given when a child has been hurt. Any member of staff should use their professional judgement as whether the parents of the child who caused the injury/ hurt the other are informed of the incident. It should always be made clear to the parent that the situation was dealt with, has been resolved and names should remain anonymous.

### Off-site behaviour

Consequences may be applied where there are incidents off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Off-site behaviour may also include conflict online which may then be affect relationships in school. Appropriate and immediate action would be taken if Safeguarding concerns arise.

### Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will investigate in accordance with this policy.

Please refer to our Safeguarding Policy/Statement of Procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of all parties.

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### Confiscation

Any prohibited items or items that are harmful or detrimental to school discipline that are found in pupils' possession will be confiscated. These items will not be returned to pupils until there has been a discussion with senior leaders and parents.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Positive Handling/Restrictive Physical Intervention

The law states that a member of school staff have a duty of care to operate in exceptional circumstances and may in some circumstances use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Whenever they do so they should be clear about why it is NECESSARY. Any actions taken MUST BE in the person's BEST INTEREST and that they were REASONABLE AND PROPORTIONATE.

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Schools CANNOT use force as a punishment - it is always unlawful to use force as a punishment.

Restrictive Physical Intervention is often referred to as 'Positive Handling'. Staff should have had appropriate training e.g. 'Team Teach' if they are using positive handling techniques, although this is not a legal requirement.

When physical intervention has been used it must be completed and uploaded to CPOMS with the prompts from the Team Teach form.

### Exclusion

Exclusion is not considered lightly. Serious incidents need to be treated on an individual basis and the circumstances investigated. Exclusion may be for a fixed period of time or permanent. The decision to exclude must be 'lawful, reasonable and fair'. Only the

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headteacher (or acting head) can make the decision to exclude a pupil. The following questions must be reflected on:

- Is the pupil being excluded on disciplinary grounds?
- Have the facts been established and how likely are they to be true?
- Have the responsibilities under the Equality Act 2010 been met, including the public sector equality duty?
- Are there any external factors that may have contributed to the behaviour incident?
- Is the pupil part of a group with disproportionately high exclusion rates? (See below for a list of pupil groups). If so, you should consider early interventions and extra support for the pupil before excluding them?
- Where practical, give the pupil an opportunity to present their case before deciding to exclude them.

### **Pupils who require special consideration**

Certain groups of pupils are more likely to be excluded than others.

These include:

- Pupils with special educational needs (SEN)
- Children who qualify for free school meals
- Looked-after children
- Children from certain ethnic groups, such as Gypsy/Roma, travellers of Irish heritage, and Caribbean pupils

For these pupils, you should:

- Intervene early to identify and address the pupil's specific needs
- Consider any extra support required from professionals - for example, you may need support to engage families from traveller communities
- Document all attempts at intervention

Pupils with education, health and care (EHC) plans and looked-after children are also more vulnerable to the impacts of exclusion. For these pupils, you should:

- Engage proactively with parents, social workers, foster carers, and the local authority to find out how you can support the pupil
- Consider additional support or an alternate placement
- Try to avoid permanently excluding them and document all attempts at intervention to evidence exclusion is the last resort - for pupils with EHC plans, you

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should also consider requesting an early annual review or interim/emergency review.

### **Fixed-term (temporary) exclusions**

A pupil can be excluded for 1 or more fixed periods, up to a maximum of 45 school days in a school year - it doesn't have to be a continuous period.

Fixed-term exclusions can also be for parts of the school day, such as a lunchtime exclusion. A lunchtime exclusion is counted as half a school day for statistical purposes.

You cannot extend a fixed-term exclusion or convert a fixed-term exclusion into a permanent exclusion. However, you can issue a further fixed-period or a permanent exclusion to begin immediately after the end of the first fixed period. This usually happens in 'exceptional cases' where further evidence has come to light.

### **Permanent exclusions**

You should only use this as a last resort, and only if both of the following conditions are met:

- It's in response to a serious breach, or persistent breaches, of the school's Behaviour Policy; and
- Where a pupil's behaviour means that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

### **You must notify parents, governors and the LA**

You must notify parents without delay if their child has been excluded. You must also consider your legal duty of care when sending the pupil home.

### **What Is Bullying?**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

### **Baiting**

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Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonise those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

### Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'. Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter:

- Friendly Banter – there is no intention to hurt and everyone knows its limits
- Ignorant Banter - crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter - done to humiliate a person - often in public

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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

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Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation persons through the threat of violence or by isolating them either physically or online. DfE October 2014 'Preventing and tackling bullying'.

Staff must monitor all patterns of bully-ish behaviour. Where bullying is found it will be dealt with initially in a restorative manner to enhance the individual's education and social skills. It will also reduce further incidences.

Staff will decide whether to inform parents or carers and where necessary involve them in any plans of action.

### Reporting of bullying

You **must** report bullying (including racist bullying) incidents to:

- **Your LA's children's social care team** (and the police, if appropriate), **if** you think the incident constitutes a child protection concern – this would be where there's "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm"
- **The police, if** the incident could be a criminal offence or pose a serious threat to a member of the public (this applies whether it happened on or off the school premises)

### Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our

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approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-Ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Pupil transition**

To ensure a smooth transition to the next year, pupils 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 pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### **Training**

Our staff are provided with training on managing behaviour, including proper use of restraint. Behaviour management will also form part of continuing professional development.

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