

Orchard Positive Relationships Policy



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Introduction

At Orchard Primary and Nursery School, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

Restorative practice represents a positive step forward in helping pupils learn to resolve disagreements, take ownership of their behavior, and engage in acts of empathy and forgiveness. It encourages the development of emotional intelligence. There are various approaches to adopting a restorative practice behavior model but all are built upon the key principles of **relationships**, **collaboration** and **responsibility**.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Orchard Primary and Nursery School. The policy aims to provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behavioural needs. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider community. The fair and consistent implementation of our Positive Relationships Policy is everyone's responsibility.

Values and Beliefs

Our Core Beliefs

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children to feel good about themselves.
- An effective praise system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- Central to promoting effective learning and teaching is an environment which fosters good relationships and promotes positive behaviour.

Aims

Through this policy we aim to:

- Ensure that time will be spent encouraging and praising positive behaviour;
- Ensure pupils are emotionally aware and able to recognise and understand their feelings;
- Ensure children are helped to self-regulate their feelings and behaviour and this is built on through school;
- Ensure a consistent and calm approach to and use of language for managing behaviour;
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents;
- To promote the use of restorative approaches;
- Promote pupils' self-esteem by utilising an effective system of rewards and praising effort in both work and behaviour;
- Ensure our pupils are polite, happy and considerate of others' feelings;
- Encourage our pupils to respect their own and others' property;
- Foster good citizenship, self-discipline and self-control;
- Encourage a positive, calm and purposeful atmosphere where pupils can learn without limits;
- Promote and instil a programme of values to support children in making positive behaviour choices.

As a school community, through the taught curriculum as well as during all other opportunities and interactions

- Teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.;
- Teach strategies for children to solve conflicts peacefully and constructively;
- Teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group;
- Agree boundaries of acceptable behaviour with all pupils and regularly remind children of these;
- Enable children to recognise, understand and respond to a range of feelings;
- Develop vocabulary to enable children to express feelings verbally rather than physically;
- Promote equal opportunities and instil a positive attitude towards differences;
- Promote an ethos of peer support;
- Ensure the atmosphere in the classroom environment is conducive to learning;
- Ensure children are aware of the consequences of their words and actions towards themselves and others.

The role of the parent/ carer

At Orchard Primary and Nursery School, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- Ensure that children attend school regularly, arriving on time and are collected, promptly, at the end of the day;
- Understand and reinforce the school language as much as possible;
- Share in the concern about standards of behaviour generally;
- Support the work of the school as staff seek to support the whole family.
- We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

Behaviour for Learning:

Be Ready, Be Respectful and Be Safe

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the rules, routines and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely rather than just rewarded to encourage intrinsic motivation. Children are praised publicly and reprimanded in private.

Our school has three simple rules: '**Be Ready, Be Respectful and Be Safe**'

Our school rules were developed in consultation with the children and staff. Our school rules are displayed around the school and made explicit to the children in their learning. The rules complement our values and, together, underpin our school ethos.

These rules are explicitly taught and modelled by all members of our school community. However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

Our three simple school rules are further explored and explicitly taught in class, assemblies and other school experiences. For example, they might be expanded as follows:

Be **ready**

- *I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work.*

Be **respectful**

- *I will listen and talk politely to adults and other pupils; and look after equipment and other people's possessions.*

Be **safe**

- *I will be kind and look after myself and others, following appropriate instructions from adults.*

Adult Strategies to Develop Excellent Behaviour

At Orchard Primary and Nursery School, adults apply the following principles in all interactions with pupils:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Language around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Adults should remain professional and calm at all times.

Staff will always use positive language; including the use of good manners and encourage children to communicate in the same way.

Conversations should use the right language and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted,

in the first instance, by the class teacher. Verbal reflection of any behaviour incidents should be encouraged and guided by a member of staff. Incidents which have been discussed with parents and serious incidents are then logged on CPOMS.

Consequences

Consequences should always:

- Make it clear that unacceptable behaviour affects others and is a serious offence against the school community;
- Avoid being applied to a whole group for the activities/actions of individuals;
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times.
- Consequences need to be in proportion to the offence.

It should also be made very clear that it is the behaviour that is unacceptable, and any consequence should address this, not be made personal to the child.

When responding to difficult behaviour an adult may choose to use Reflection Sheets. These sheets will be completed once the child is ready to reflect and after an initial conversation with an adult. They are aimed at promoting and guiding reflection and a restorative approach to solving the issue whilst changing the behaviour in a hope that it does not reoccur. For younger children they draw and then an adult annotates at a time when they can do that but ideally on the same day. For more information, please see the separate document, 'Orchard Unexpected Behaviour Reflection and Interventions'.

Children are praised publicly and reprimanded in private.

When dealing with low-level negative pupil behaviour adults will:

- 1. Check-In**
- 2. Connect**
- 3. Correct and Repair**

This will ensure that the positive relationship that exists between adult and pupil underpins the interaction which subsequently will aid in resolving and preventing negative behaviour.

Visible Adult Consistencies

These are the visible behaviours exhibited by staff and which are consistent, and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

- **Children are greeted at the classroom door and/or in the classroom**, daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile. Members of the Leadership Team and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.
- **Staff will be calm, consistent and fair** in their treatment of children, parents and colleagues. Adults in school will not shout at children or become emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.
- **Staff will 'pay first attention to the best conduct'** and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.
- **Parents will speak calmly and treat all staff with respect and vice versa.**

Rewards and Recognition

- All children are consistently recognised for their good behaviour.
- Build a Better Me Certificates, good news Dojo messages and other positive messages will be sent home regularly by class teachers and members of SLT to inform parents of good behaviour.
- Celebration assemblies for 'Shout Outs' for good work/behaviour (with mentions on the Weekly Bulletin)
- 'Always' children that consistently demonstrate good behaviours day in and day out will be recognised in assembly and have Monday afternoon 'recognition' time with SLT.
- 'Key Moments' (Relating to our Build our Better Me keys) noticed by SLT/ other teachers and recognised with Dojo points
- Dojo points and subsequent milestone certificates given out for lesson specific work/ effort.

Routines

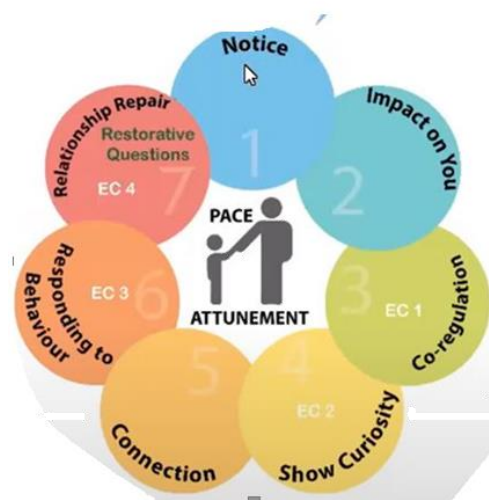
These routines, consistently seen and heard around school, will ensure all pupils are clear about the behaviour expectations of all adults.

- Pupils and adults will be expected to demonstrate pride in their appearance by adhering to the agreed dress codes. (School uniform/ PE uniform)
- When moving around school children will demonstrate 'sensible walking.'
- Pupils and adults will use calm voices in classrooms.

Restorative Conversations

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This secures the pupil's knowledge that there is a consistency within the adults rather than a hierarchy. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour. The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

1. **What happened?**
 2. What have you thought since?
 3. Who has been affected?
 4. **What could we do to put this right?**
 5. How can we do it differently in the future?
- What could we do to help you?



Micro scripts (WIFS - 'When, I feel, So')

Affective statements clearly define the actions that are desired/not desired, how these actions make the other person feel and what the person carrying out the actions can do to change or continue this. They can be referred to as 'when, I feel, so' statements or WIFS.

When It makes me **feel** **So**..... I can see you are.....

Do you remember the ____ (positive behaviour) I saw ____? That's who I need to see again now.

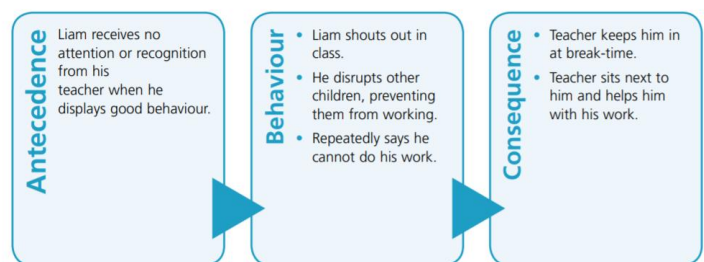
Thank you for listening

*e.g " **When** you keep trying hard to solve your maths problems, **I feel** really proud of you, **so** keep going until you've solved them!"*

Negative Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit appropriate behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have sessions with our school ELSA tailored to their individual needs.

It is important to try and identify the reason for behaviour occurring. All behaviour has meaning and is communicating something. It has a function and it is the teachers' challenge to find this out. The **Antecedent-Behaviour-Consequence (ABC) chart** can be used to formulate a clearer understanding of the behaviour.



Problem-solving approach questions

- What seems to be the underlying cause of the child's behaviour?
- Where and when does the child display this behaviour?
- What are the triggers for the behaviour?
- In order for the child to get their needs met what acceptable behaviour can they use?
- What strategies can be implemented for behaviour change?

Parental Conference

Dependent on the child, the severity and the regularity of the behaviour, SLT will make the decision of when parents need to be consulted and involved so we can support the child making the necessary change to their behaviour.

Parents will be invited into school for a parental conference. The purpose of any parental conference is to agree a 'way forward' for the child to improve his/her behaviour. The meeting will usually involve parent(s), phase lead and class teacher. The Deputy Headteacher and Headteacher will be available if needed. The child may be invited to participate in the meeting.

Physical/Verbal Attacks on Adults

At Orchard Primary and Nursery School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance and call for additional support if needed. Staff who defend themselves will have the full support of the Leadership Team and the Local Governing Body, as long as their actions are in line with our policy and do not use excessive force. Only staff who have been trained in physical restraint should restrain a child unless there is an immediate risk to that child or another person.

All staff should report incidents directly to the Headteacher and/or Designated Safeguarding Lead and should be recorded on CPOMS. We appreciate these incidents can also cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults, we still need to show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Exclusion (Fixed Term & Permanent)

Exclusion is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered. The pupil may be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decisions making processes. Where an exclusion is deemed necessary, the school will follow Notts County council Guidelines.

Child on Child Abuse

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child on child abuse within our school and beyond.

Our school recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse.

Child on child abuse will not be tolerated or passed off as part of “banter” or “growing up”.

We recognise that peer on peer abuse can manifest itself in many ways such as:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, (now a criminal offence) which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals

In cases where child on child abuse is identified we will follow the procedures laid out in our Child on Child Abuse Policy, taking a contextual approach to support all children and young people who have been affected by the situation.

Some of these behaviours will be handled with reference to other policies in school such as the behaviour policy, anti- bullying policy, child protection policy and online safety policy, although if any doubt over the correct response, staff, volunteers and visitors should not hesitate to report concerns following normal safeguarding procedures.

- Our Child on child Abuse Policy includes the following information:
- Procedures to minimise the risk of child on child abuse.
- How allegations are recorded, and dealt with.
- Clear processes as to how victims, perpetrators and any other children affected will be supported

Our Child on child Abuse Policy covers all aspects of child on child abuse but concentrates on child on child abuse in the context of sexual harassment and sexual violence. It is compliant with the statutory guidance on child on child abuse as set out in KCSiE(September 2021) and should be read in conjunction with the Local Safeguarding Children Partnership (LSCP) Safeguarding Policy and Procedures, and any relevant Local Authority Practice Guidance. The school has also written this policy taking in to account the 'Sexual Violence and Sexual Harassment between Children in Schools and Colleges' guidance.

Bullying

This school does not tolerate bullying. Children are taught to report any worries they have about bullying. Parents are encouraged to inform their child's teacher or the Head/Deputy Head of any concerns they have by letter, a phone call, a visit or by using the Reading Record. Any report will be investigated and taken seriously. If substantiated, parents will be informed and appropriate sanctions applied up to and including exclusion.

Please see our Antibullying Policy for further detail.

Racism

This section is set in the context of the schools Equality Policy that encompasses children and adults. This school does not tolerate racism. Children and parents are encouraged to share any worries they have at an early stage so that action can be taken immediately. Parents are encouraged to inform their child's teacher or the Head/Deputy Head of any concerns they have by letter, a phone call, a visit or by using the Child's Reading Diary/Planner. Any report will be investigated and taken seriously. If substantiated, parents will be informed, and appropriate sanctions applied up to and including exclusion.

Please see our Equality Policy for further details.

Application and scope of this policy

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the dining room, at play and lunch times or when off site, etc. but the same principles of being ready, respectful and safe, will always apply.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Monitoring & Evaluation

The school's Leadership Team will monitor the effectiveness of the policy at least once a year and report back to the Local Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy. All concerned parties will be kept informed of any review and action that will need to be taken.

Policy reviewed by Behaviour Lead – June 2024

Next Review Date June 2025

Building Positive Relationships at Orchard

Our Rules

Be **Ready**



Be **Respectful**



Be **Safe**



Visible Consistencies

Daily meet and greet

Politeness and manners

Lining up and moving sensibly around school

Calm voices

Build a Better Me

Above and Beyond

Celebration 'shout out' assembly



'Key' Moments (Dojo points)

Build a better me certificates

Always

Nomination for 'Always' award in 'shout out' assembly

Monday afternoon 'Always' recognition with SLT

Praise in Public, Reprimand in Private

1. Check-In
2. Connect
3. Correct and Repair

Restorative Conversations

1. What happened?
2. What have you thought since?
3. Who has been affected?
4. What could we do to put this right?
5. How can we do it differently in the future? What could we do to help you?



Micro scripts (WIFS - 'When, I feel, So') (WINS 'Wonder, Imagine, Notice)

When It makes me feel So..... I can see you are....

I wonder if..... I imagine that..... I've noticed that.....

Do you remember the ___ (positive behaviour) I saw ___?

That's who I need to see again now.

Thank you for listening

