

POSITIVE RELATIONSHIPS POLICY

Aims

At Pippin's Primary School we want to promote positive relationships and effective behaviour for learning by:

- * Encouraging a calm, purposeful, safe and happy atmosphere within school where learning and teaching can take place effectively and positive relationships are promoted.
- * Ensure that all members of our school community feel valued, respected and supported.
- * Treat each person fairly and equally.
- * Acknowledge and value all achievements.
- * Give children the tools to recognise, regulate and take responsibility for their own behaviour choices.

At Pippins School we want to make sure that children are happy and able to learn effectively. One way in which we can achieve this is to encourage positive behaviour choices and good behaviours for learning. These aims are promoted through the active development of pupils social emotional and behavioural skills. This links to our PSHCE policy and scheme of work.

There are certain principles on which our Behaviour Policy / Positive Relationship Policy is based:

- * We believe when a child demonstrates unacceptable behaviour, it is the behaviour that is unacceptable and not the child.
- * Children are taught to take responsibility for their own learning and behaviour, and to follow the clear expectations during the school day.
- * We support children to recognise, address and take responsibility for their choices.
- * We promote, encourage and celebrate positive relationships and behaviour within the school.

Pippin's Golden Rules

Good behaviour is summarised in our school Pippins Golden Rules which are reviewed at least annually by our school council and displayed throughout school. These rules are personalised by each class at the beginning of each school year.

Equal Opportunities

We understand that children will be at different stages of their social development and that some children may have needs or disabilities that affect their ability to manage social situations. We understand that these children may need to have this policy differentiated. When this is the case, children will receive appropriate support, such as individualised positive relationship targets or specific interventions such as social skills groups or social stories.

British Values

British values underpin all that we do at Pippins School.

British values are:

- * Democracy
- * The rule of law
- * Individual liberty
- * Mutual respect and tolerance for those with different faiths or beliefs

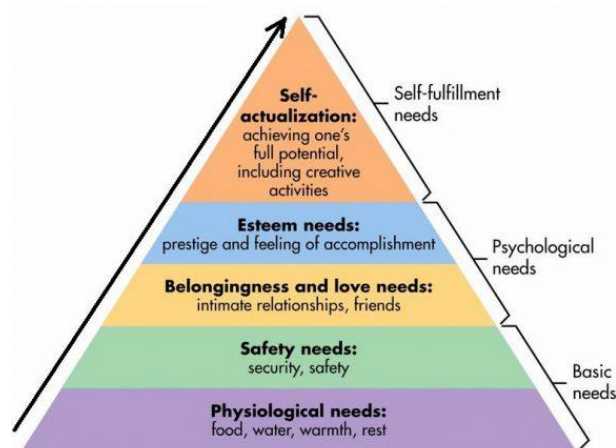
Children are encouraged to use these values to:

- ✓ Develop their self-knowledge, self-esteem and self-confidence
- ✓ Distinguish between right and wrong
- ✓ Respect the rules of the school and wider society
- ✓ Accept responsibility for their behaviours
- ✓ Make a positive contribution to society
- ✓ Demonstrate an understanding and tolerance of other faiths and cultures
- ✓ Respect others
- ✓ Respect the need for democracy

Positive relationships through our school ethos

At Pippins we endeavour to promote a positive and effective learning environment so that we can **See tomorrow grow.**

We understand that children will not be able to meet their full potential unless their basic and psychological needs are met. This places the positive relationships at the heart of our school ethos.



Rewarding Positive Behaviour

Each key stage has age appropriate rewards and it is the responsibility of staff to ensure that they are awarded consistently. Children will be rewarded for demonstrating positive behaviour.

Nursery

Verbal praise from adults
Thumbs up
Peer recognition
Stickers
Certificates

Reception, Key Stage One and Key Stage Two

Verbal praise from adults
Thumbs up
Peer recognition
Stickers
Certificates
House points
Star of the week

Whole School Rewards

Every week each class teacher identifies a 'Star of the week'. The child could be chosen for consistent positive behaviour or consistently applying themselves in class, or behaviours in line with Pippins School's values and ethos. Class teachers will ensure that different children are recognised throughout the school year. The child will receive a certificate which will be taken home.

House points

Children are organised into 4 houses. Children are awarded house points for:

- Receiving compliments from a member of staff
- Going above and beyond in their actions
- Excellent work
- Excellent effort in their learning

Unacceptable Behaviour and Conflict Resolution

As with rewards for positive behaviour, it is vitally important that any unacceptable behaviour is dealt with in an agreed and consistent way. The response will depend upon the severity of the incident and the age and circumstances of the child. We will always ensure we separate the behaviour from the child. When dealing with unacceptable behaviour we aim to minimise disruption to other children and allow the focus to be on positive behaviour. We will also provide opportunities for children to resolve conflicts. This will include:

- ✓ A change to tell their side of the story

- ✓ The opportunity to express their thoughts and feelings
- ✓ The opportunity to understand the thoughts and perspectives of others
- ✓ The opportunity to consider the impact of their actions on others
- ✓ The space to think about how to prevent a reoccurrence of the behaviour
- ✓ The chance to accept responsibility for the harm caused
- ✓ The chance to come up with a plan to make amends for their actions

When dealing with conflict, adults will support children by enabling a restorative conversation. Some examples of the restorative language used are included below.

1. Incident – What happened?

- * What has brought us here today?
- * What happened?
- * What happened before?
- * What were your thoughts at the time?
- * How were you feeling?
- * Can you tell me more about...?

2. Impact – Who has been affected?

- * Who else has been affected?
- * How have others been affected?
- * How do you feel now?
- * Was anyone else involved?
- * How have you been affected?
- * What has been the hardest thing for you?

3. Resolution – How can we move forward?

- * Do you agree with that?
- * What do you need in order to move on from this?
- * What will help you to move on from this?
- * What do you think about what has been suggested?
- * How do you feel now?
- * What else needs to happen?

Playtime and Lunchtime

To ensure consistency across the school, the same behaviour expectations apply. Adults will use the same restorative language to resolve conflict where necessary.

Serious breaches of behaviour / Unacceptable behaviour

Where a child commits a serious breach of behaviour, parents will be contacted as soon as possible by telephone to notify them that an incident has occurred. A suitable meeting time will be arranged

to discuss the incident and agree further actions. The meeting will usually be attended by the class teacher and a member of the school senior leadership team.

Serious breaches of behaviour include, but are not limited to the following:

- * Abusive language
- * Physical aggression
- * Peer on Peer Abuse, including online abuse
- * Bullying including cyber bullying, prejudice based or discriminatory bullying
- * Wilful and repeated refusal to accept adult requests
- * Theft or vandalism of property

On rare occasions, where children persistently commit serious misdemeanours or offences that are deemed serious enough; the child may be isolated from their peers for a set period of time. During an in-school seclusion work is provided by the child's class teacher to ensure their learning is not disrupted. Separate break and lunchtime arrangements may also be put in place.

Exclusion is the ultimate consequence for persistent uncooperative behaviour, which is seen to be affecting the educational entitlement and progress of other children in school. Parents will usually have prior warning that this step is to be taken. The decision to exclude is made by the Headteacher. Exclusion can range from one day to a set number of days (fixed term) amounting to a maximum number of 45 days in one school year. In extreme cases the exclusion may be permanent.

Bullying

Bullying is behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally. Pippins School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop further occurrences of such behaviour. The term bullying includes prejudice based and discriminatory bullying. Bullying can be face to face or online.

In cases of bullying, personalised support will be agreed with relevant school adults, the DSL, families of the perpetrator and bullying victim.

Parents' and Carers Responsibilities

- ✓ Make children aware of appropriate behaviour in all situations.
- ✓ Encourage independence and self-discipline.
- ✓ Show an interest in all that their child does in school.
- ✓ Be aware of and support the school rules and expectations.

Individual Pupil Needs

Pippins School recognises that special provision and consideration will need to be made for pupils who have behaviour-related learning difficulties. Class teachers will discuss these with parents should this be the case. If necessary, an individual behaviour plan will be written in consultation with parents and external advisory services if needed.

If additional rewards are used to support pupils with difficulties follow the behaviour expectations, these will be shared with others.

Pippins School will take account of the individual needs of children with EAL and children newly arrived in the school. School staff will be informed of any cultural differences in behaviour or personal circumstances that may affect the child's understanding of the school's behaviour expectations. It is however, the expectation is that all children in the school will be subject to this policy.

Monitoring and Review of the Behaviour Policy

The implementation of the policy will be monitored annually and its impact on different groups of the school community.

The policy will be brought to the attention of staff, pupils and parents annually.

Appendices

Appendix 1 Pippin's School Golden Rules

Appendix 2 Behaviour Plan for Unacceptable Behaviour KS1 and KS2

Appendix 3 Behaviour Plan for Unacceptable Behaviour EYFS