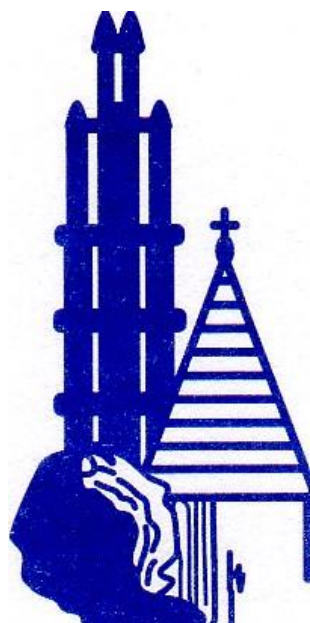


Hadlow Primary School



Positive Relationships Policy

| | |
|--------------------------------|--------------------------------------|
| Compiled by: Nicole Chapman | Date: July 2021 Review: July 2022 |
|--------------------------------|--------------------------------------|

Aims

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

- Encouraging a calm, purposeful and happy atmosphere within the school where effective learning and teaching can take place.
- Nurturing positive caring attitudes where achievement at all levels is acknowledged and valued.
- Providing a clear, shared understanding between children, teaching staff, support staff, parents and governors leading to the development of a consistent approach to positive relationships and exemplary behaviour throughout our school.
- Giving children the tools to recognise, regulate and take responsibility for their own behaviour choices

There are certain principles upon which our Positive Relationship Policy is based:

- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable and not the child
- Children are taught to take responsibility for their own learning and behaviour, and to realise that there are clear expectations during the school day
- We are dedicated to helping children to recognise, address and take responsibility for their choices
- We believe it is our duty to promote, encourage and celebrate positive relationships and exemplary behaviour within the school

Equal Opportunities

- It is understood that children will be at different stages of their social development and that children who have disabilities which affect their ability to manage social situations will need to have this policy differentiated. When this is the case, these children will have an Inclusion Support Programme, Individual Positive Relationships Plan or Positive Handling Plan, which details interventions such as Social Skills groups, social stories etc. These plans are drawn up by the SENCO, Head of School and class teacher, in consultation with parents and outside agencies.

British Values

British Values underpin all that we do at Hadlow Primary School. Children are encouraged to use these values to:

- ~ Develop their self-knowledge, self-esteem and self-confidence
- ~ Distinguish between right and wrong and to respect the rules of the school and wider society
- ~ Accept responsibility for their behaviour, show initiative and contribute positively to other people's lives
- ~ Show an understanding and tolerance of different faiths and cultures
- ~ Respect other people and the need for democracy

Positive Relationships through our school ethos

At Hadlow Primary School we endeavour to promote positive and effective learning behaviour and relationships through our simple school ethos:

Happiness, Progress, Success!

All staff know that children will not be able to progress or succeed to their full potential unless their basic and psychological needs are met. Therefore, positive relationships sit at the heart of our school ethos. The focus is to have open, secure and transparent relationships with children and their families, to ensure that they are safe, valued and happy. This, in turn, will ensure progress and success for all.



Positive Relationships Strategies

A range of strategies are employed to support the children in managing their relationships and consequent behaviours:

- Adults consistently follow the Behaviour Blueprint
- A range of teaching styles are used in class to meet the children's various learning styles
- Work and resources are adapted to ensure that the children's individual needs are met
- Children are given clear boundaries that are consistently enforced to keep them safe
- Whenever possible, children are informed in advance of changes in routine
- Timetables and expectations are shared daily
- Staff work closely with parents and carers to establish positive relationships
- A range of activities are organised at lunchtime to develop positive play
- Alternative arrangements are made for children struggling during break and lunchtimes
- Positive relationships/behaviour for learning are acknowledged and encouraged consistently throughout the school day
- Children are encouraged to take responsibility for their own behaviour for learning and make the right choices
- Each year children, parents and the school sign an updated Parent Partnership Agreement
- Zones of Regulation is used across the school, embedding a common language to help children to recognise and accept their feelings and emotions
- Zones of Regulation encourages children to take responsibility for improving their mood or behaviour through strategies and toolkits
- Positive affirmations and growth mind set displays are visible around the school

Hadlow Primary School
Behaviour Blueprint



At Hadlow Primary School, we have consistent routines in place to ensure that all children feel safe, secure and valued.

| Routines | Verbal Cues/Recognition | Non-Verbal Cues/Recognition |
|--|--|--|
| All children to walk through the school | Thank you for walking beautifully That is beautiful walking, well done! | Thumbs up Smile |
| All children must line up quietly | Line up quietly, thank you Sit back down. Let's try again. Well done for lining up quickly and quietly. | Signalling children to stand up by moving palms in an upwards motion |
| All staff to have specific areas to greet the children in the morning and at the end of break times with kindness and warmth | Good morning! Welcome back to class. It's lovely to have you back. | Always a warm smile! |
| All TAs to monitor cloakrooms and toilets during transition times | Thank you for hanging up your coat on your peg Well done for remembering to put your book in the box Well done for walking into the toilet quietly and sensibly | Thumbs up Smile |
| All children and staff must walk in and out of assembly in silence | If anything needs to be said to the children, do it with a whisper! If anything needs to be said to each other, save it for afterwards. | Hands up Fingers on lips Thumbs up |
| During lesson times, only one child can visit each toilet at a time | Only one child at a time can visit the toilet. | Class Team to monitor sensible use of the toilets and use signing in/out sheets if necessary |
| When working in the corridor, individuals and groups of children must remember to use a quiet, indoor voice | Please remember your indoor voice Thank you for using your indoor voice The other classes will appreciate you using your indoor voice. This will help them to learn. | Fingers on lips Sign language sign for little |
| At the end of break times, the whistle is blown. All children and staff raise their hands. The children walk into line. Teachers collect children from the playground at morning break. | Thank you for walking beautifully to line up. Well done for standing silently, you are showing me that you are ready to learn. Go back and walk please. | Raise hands Clapping games Rhythm games Adult to stand at different points in the line each day |
| When getting ready for lunchtime, staff to send one table group to the toilet/ packed lunch trolley at a time. All children are walked, by an adult, into the hall. | Let's walk into the hall and show everyone our beautiful walking. Thank you for walking to your seat and using an indoor voice in the hall. | Hands up |
| MMS in the hall to praise children for using great table manners | Well done for using your knife and fork Thank you for lining up wonderfully Well done for eating all of your lunch Let me show you how to... | A warm smile Thumbs up Lunchtime reward stickers |
| At the end of the school day, staff to send one table group at a time to get their belongings. All children then return to the classroom. Children to be released through classroom doors accessible to parents. All Class Teachers to be visible. | Staff to make a concerted effort to be visible when it is for the purpose of praise. Share wow moments from the day with specific parents. Build up a positive relationship from the offset and throughout the year. | When parents need to be contacted for negative behaviours, please do this via phone or after school meeting. Always end the day with a smile! |

Hadlow Primary School Rules

At Hadlow Primary School, we have three golden rules which, when followed consistently, will lead to happiness, progress and success for ALL learners.

Make Good Choices

Show Respect and Kindness

Do Your Best

At Hadlow Primary School, we reward positive behaviours using the following systems:

- 1) A simple 'Well done' is enough most of the time!
- 2) Each class will have one individual reward system in place
- 3) Each class will have one collaborative reward system in place
- 4) Frequent positive feedback to parents will be given on the gate
- 5) 2 x positive emails home a week to recognise and reward progress and success
- 6) A weekly Celebration Assembly will celebrate individual success; achievements, kindness, presentation, sportsmanship etc.
- 7) A termly Celebration Tea will take place to reward a child in each class that has role modelled the school rules and ethos.

At Hadlow Primary School, we manage behaviour by using the following strategies:

- 1) Hands up and fingers on lips
- 2) Hold up a hand and non-verbal countdown
- 3) Wiggly line down the board
- 4) Clapping a rhythm
- 5) Playing a musical instrument
- 6) Playing a song/ countdown
- 7) Verbal responses
- 8) Whispering- follow the adult's voice

At Hadlow primary School, we expect all children to make good choices, show respect and kindness to themselves and others and take responsibility for their actions. When these rules are not followed, the following consequences will happen:

| | | |
|------------|---------------------------------|---|
| Step One | Positive reminder/reinforcement | Remind the child that you have faith in them and their abilities. Smile at them. Make them feel valued. |
| Step Two | De-escalation | Sit and support the child/ Provide further challenge/ Swap their seat/ Give them a job to complete |
| Step Three | Quiet, supportive chat | Take the child outside/to one side where they are not shamed in front of the class. Tell them that you care about them and their learning and you want to help them to do their best. Discuss ways forward. |
| Step Four | Reflection Time | Child to sit in a safe, private space and reflect on their behaviour (Written reflection for KS2) Have you made good choices? Have you shown care and kindness? Have you taken responsibility for your actions? Time missed out of class will be made up during the following break/lunch time if deemed appropriate |
| Step Five | Communication with Parents | Arrange a same-day phone call or meeting if behaviour continues. For serious offences, move straight to step five. Following this, a consequence will be shared and discussed with parents. |

Conflict Resolution and Restoration

When conflict occurs, as it naturally will- we need to give pupils and staff the best chance to get back on track. This includes inside the classroom and during break and lunch time provision.

They need:

- A chance to tell their side of the story
- The chance to express their thoughts and feelings
- An opportunity to understand the perspective of others and the impact of the behaviour in question on everyone
- The space to think about how to prevent a re-occurrence of the behaviour
- An opportunity to accept responsibility for the harm caused
- The space to identify what needs everyone has
- The chance to come up with a plan to meet these needs moving forwards

This restorative conversation will take a three-part structure and will include, but not be limited to, the following restorative language:

| INCIDENT- What Happened? | |
|--|--|
| What happened next? | At that point what were you thinking/feeling? |
| What has brought us here today? | What was in your head? |
| What were your thoughts at the time? | What was happening before? |
| What were you thinking? | Can you tell us more about X? |
| What do you think about it now? | Can you tell us more about the issues that have brought us here today? |
| How were you feeling? | And then? |
| After that happened, what happened next? | |
| What else? | |

| IMPACT- Who has been affected? | |
|--|---|
| Who else had been affected? | If there was, how were they left feeling? |
| How have others been affected? | Was anyone else involved? |
| How do you feel now? | What has been the hardest thing for you? |
| Can you tell us more about X? | Anyone else? |
| Has anyone else been affected by this? | How have you been affected? |
| Anything else to add? | |

| RESOLUTION- How can we move forwards? | |
|---|--|
| Do you agree with that? | What do you think about what has been suggested? |
| What do you need in order to move on from this? | How does that leave you feeling? |
| Are you OK with that? | When will it be done? |
| What will help you to move on from this? | What would that look like? |
| Anything else to add? | Can you tell us more about X? |
| What will it look like when it's done? | What else needs to happen? |
| If you can't do that, what can you do? | |

If the Behaviour Blueprint strategies are still not having sufficient impact, the following steps of the ladder may be put in place.

| | | |
|------------|-------------------------------------|---|
| Step Six | Formal letter to Parents | Class Behaviour Report introduced at a meeting with parent and pupil. Behaviour monitored over a period of 4- 6 weeks. Letter kept on pupil's file. |
| Step Seven | Second formal letter to Parents | Headteacher Behaviour Report introduced at a meeting with parent and pupil. Behaviour monitored over a period of 4- 6 weeks. Letter kept on pupil's file. |
| Step Eight | Alternative timetable/provision | The introduction of a reduced timetable or alternative provision timetable for an eight-week period (This may be reviewed with Kent Inclusion Officer and extended if required) |
| Step Nine | Alternative Setting | Attending Shipbourne Primary School for a two-week period, supported by a Hadlow TA |
| Step Nine | Managed Move or Permanent Exclusion | Pupil transferred to another local school or setting to be given the opportunity to make a fresh start with their behaviour. |

At any point, a child can move back up the ladder if they manage to make marked improvements related to their behaviour and attitudes. They will revert to the previous step on the ladder.

Playtime and Lunch time.

To ensure consistency across the school, exactly the same Positive Relationships Steps will be adhered to at break times and lunch times. Staff will be monitored and held to account for their use of the behaviour blueprint. Most outdoor staff are CTs and TAs to ensure consistency across the school day.

Serious Offences

When a child commits a 'serious offence', following the Positive Relationship Steps may not be appropriate and a different sanction needed. 'Serious' offences have been agreed as but not limited to the following: -

- Abusive language
- Physical aggression
- Peer on Peer Abuse (online or offline)
- Bullying including cyber bullying, prejudice based and discriminatory bullying
- Wilfully breaching social distancing measures (see Covid 19 Appendix)
- Wilful and repeated refusal to accept adult requests
- Theft or vandalism of property

Should a child commit one of the above offences, parents will be immediately contacted 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 minutes will be taken by member of the Senior Leadership Team. A personalised programme of support will be put in place for that child and will be reviewed regularly with the teaching team, child and family. Progress, next steps and adaptations to the programme of support will be recorded on CPOMs.

On rare occasions where children persistently commit serious misdemeanours or commit an offence that is deemed serious enough:

- An in-school exclusion may be arranged by the Head of School. This requires a child to be isolated from their peers for a set period of time, agreed with parents, under the supervision of the Head of School or member of the Senior Leadership Team. During an in-school exclusion, work is provided by the class teacher to ensure that the child's learning is not disrupted. During an in-school exclusion, separate break and lunch arrangements may be put in place.
- The introduction of a reduced timetable
- A temporary placement in another local School may be arranged.
- Exclusion is the ultimate penalty for persistent uncooperative behaviour, which is seen to be affecting the educational entitlement and progress of other children in the school. Parents will usually have prior warning that this step is to be taken. The decision to exclude is made by the Head of School in consultation with the Executive Head Teacher. Exclusion can range from one day to a set number of days (fixed term) amounting to a maximum of 45 days in one school year.
- In extreme cases the exclusion may be permanent.

The Chair of Governors and Executive Headteacher are always kept fully informed of all cases of unacceptable behaviour and where the possibility of exclusion is being contemplated.

Bullying

- Bullying is behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally.
- The school does not tolerate bullying of any kind, if we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.
- The term bullying includes all forms including prejudice based and discriminatory bullying.
- Bullying can be face to face or online.
- All accounts of bullying will be logged on CPOMs and reported to Governors.
- Personalised support will be agreed with teaching teams, the DSL and families of the perpetrator and the victim of bullying.
- Bullying is considered a serious offence at all levels.

Parents'/carers' responsibilities are to:

- 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.

Appendix1

Covid 19 Pandemic

In order to minimise the risk of Covid 19 being transmitted in school, rules and routines that need to be in place will be recapped and reinforced daily, including social distancing regulations.

Children will be expected to:

- Keep 2 metres away from others, whenever possible
- Stay in their class learning zone and put their hand up if they need help
- Stay in their playing zone on the playground
- Follow the one way routes around the school corridors
- Only leave the learning zone to go to the toilet, once an adult has given them permission
- Wash their hands when they arrive at school, at break time, lunchtime and whenever their teacher asks them to do so
- Follow the guidelines for safe handwashing.
- Try not to touch their face and mouth
- 'Catch' coughs and sneezes in a tissue or their hand/elbow, throw the tissue in the lidded bin and then wash their hands

f any child puts themselves or others at risk by breaching the social distancing measures or by displaying unsafe behaviour, they will be sent home and provided with home education planning. If this becomes a persistent pattern of behaviour, the school is fully supported by the Local Authority to exclude where necessary.

Pupil Safety



To keep myself and others safe, I must:

- ✓ Keep 2M away from others that are not in my class bubble, whenever possible.
- ✓ Stay in my class learning zone and put my hand up if I need help.
- ✓ Stay in my playing zone on the playground.
- ✓ Follow the one way routes around the school corridors.
- ✓ Only leave the learning zone to go to the toilet, once an adult has given me permission.
- ✓ Wash my hands when I arrive at school, at break time, lunchtime and whenever my teacher asks me to.
- ✓ Follow the guidelines for safe handwashing.
- ✓ Try not to touch my face and mouth.
- ✓ 'Catch' my coughs and sneezes in a tissue or my hand/elbow, throw the tissue in the lidded bin and then wash my hands.
- ✓ Tell an adult if I feel unwell.

Make Good Choices

Show Respect and Kindness

Do Your Best