



# Hall Orchard

## C of E Primary School

Growing together, flourishing for life

# Promoting Positive Relationships and Behaviour Policy

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## Hall Orchard Barrow CE Primary School (Academy)

### Promoting Positive Relationships and Behaviour Policy

*'Let us be concerned for one another, to help one another to show love and to do good'*

Hebrews 10:24

Hall Orchard CE Primary School is a proud Church of England Academy with a clear vision, rooted in Christian values. Our whole school ethos *'Let us be concerned for one another, to help one another to show love and to do good'* from Hebrews 10:24 is illustrated through the story of the Good Samaritan and is referenced in our acts of Collective Worship.

Relationships within the school community are characterised by Christian care and love for each other, through a focus on our core values. Our ethos embodies British Values which are reflected in our day-to-day practice.

At Hall Orchard CE Primary School, we believe in 'Living our Values'. Our core values incorporate the 15 Christian values, and are taught, promoted and celebrated throughout every aspect of the school's provision.

Our core values are;

- Community
- Respect
- Resilience
- Friendship
- Aspiration

At Hall Orchard CE Primary School, we recognise that children and staff value clear and consistent expectations. These help the smooth and successful running of the school day and support wellbeing and academic progress.

Pupils are supported to manage their emotions and feelings, understand the impact of their actions on the wider school community and to have high aspirations for their learning and achievement.

Integral to the aims of the school is the significant emphasis on supporting children to be aware of how, through their consistent positive behaviour choices, they can make a difference;

- In their work
- In their relationships
- In their community
- To the world around them.

#### **Aims**

Our key aim is to provide a safe, secure and caring environment with a commitment to the emotional mental health and wellbeing for all staff, pupils and parents/carers.

This is built on positive relationships and where expectations and achievements are high so that pupils realise their full potential in all areas of their development. Therefore, our aspiration is for every pupil to make positive choices for themselves and others in order for them to become confident successful citizens who are ready for the next stage in their education.

To foster successful, enabling relationships we:

- Provide a happy, safe and nurturing environment
- Make every child feel welcome
- Actively build trust and rapport
- Demonstrate belief in the pupil that they can succeed
- Promote a set of core values
- Provide a stimulating, challenging and personalised curriculum
- Provide a well-ordered calm classroom environment
- Acknowledge when pupils are doing well through positive responses/rewards
- Treat pupils with dignity and respect at all times
- Maintain consistent boundaries for pupils which are clear, firm and fair
- Listen respectfully to and demonstrate understanding to other people's views and perspectives.
- Hear the message behind the words/behaviour; ask ourselves why the pupil is behaving in this way.
- Identify the positive aspects in every pupil. Identify these with the child and build on this, acknowledging when it is evident they are genuinely trying to effect change in their behaviour.

### **School Rules**

Our school rules underpin our core values and are as follows:

1. Allow everyone to learn. (Value of Community)
2. Be kind. (Value of Friendship)
3. Respect people and property. (Value of Respect)
4. Learn from my mistakes. (Value of Resilience)
5. Be my best self. (Value of Aspiration)

These rules are displayed in a consistent format in every area of the school. They are regularly referred to and children are taught that these are in place to help them feel safe and happy and to enable an atmosphere conducive to learning.

At Hall Orchard CE Primary School, we recognise and understand the need to ensure that appropriate levels of differentiation are applied for children with a wide range of needs. We work hard to create an environment which is nurturing – where routines and boundaries are explicitly explained and taught. As such the staff endeavour to develop strong relationships with each individual, especially those who are vulnerable. Such relationships, along with close partnerships with families, build the foundations of a positive climate for personal development and learning.

### **Encouraging positive behaviour**

We use a variety of responses to re-enforce good behaviour; including:

- Supporting the pupil to develop effective mechanisms to communicate their needs, feelings etc. and in ensuing we respond effectively to their communicative attempts
- Verbal praise
- Rewards
- Messages to parents/carers and other members of staff
- Special responsibilities, privileges, helping a member of staff etc.
- De-escalation strategies such as humour, distractions techniques.
- Simple routines and structures that give pupils the confidence of knowing what is expected of them and what is going to happen next, including use of a visual timetable.

- Careful use of timetabling to manage ‘difficult’ times, including all staff being fully aware of the potential ‘triggers’ for inappropriate behaviour.

### Our Reward System – HOPS High 5

To promote good behaviour and our school values, pupils will work towards achieving their HOPS High 5 badges. Reward points are awarded under each of our 5 school values. 1 point can be awarded at any given time when pupils are displaying the principles of our core values. The number of points a child accumulates will move through each year group with them to enable them to work towards achieving all 5 badges.

Rewards will be given under each value as follows:

Pupils will receive a merit award from their class teachers each time they receive 50 points overall (across all values) until they reach the following:

- 50 Points within a school value = Bronze Award
- 100 Points within a school value = Silver Award
- 150 Points within a school value = Gold Award
- 200 Points within a school value = pupils will earn their value badge
- Pupils that achieve all 5 value badges will become a value ambassador for the school.

### Actions that support our values:

<b>Community</b> <i>Allow Everyone to Learn</i>	<b>Friendship</b> <i>Be Kind</i>	<b>Respect</b> <i>Respect People and Property</i>	<b>Resilience</b> <i>Learn From My Mistakes</i>	<b>Aspiration</b> <i>Be My Best Self</i>
-Following the school rule ‘Allow everyone to learn’. -Excellent behaviours for learning. -Working collaboratively working others to problem solve. - Celebrating success together. - Sharing ideas with others. - Listening to others ideas and opinions.	-Caring about one another. -Giving everyone a chance. -Helping each other with our learning. -Giving positive advice to others. -Finding help or support for others. -Being truthful and trustworthy.	-Showing respect to all adults through behaviour, manners and hard work. -Respecting difference. -Polite to pupils and adults. -Moving through school sensibly. -Holding doors open for others. -Listening to other viewpoints and respecting them even if they are different to our own. -Listening to adults.	-Trying our best in every lesson. -Never giving up. -Knowing that by making mistakes we are learning. -Problem solving. -Challenging ourselves. -Asking for help to overcome barriers. -Using previous experience to help with a new challenge.	- Believing in ourselves and others. -Aiming to be our best. -Striving for improvement. -Having a clear goal and planning how to reach it.

### Dealing effectively with poor behaviour choices, including children with identified needs and SEND

The school takes seriously its responsibility to promote equality through challenging any form of bullying or discrimination linked to protected characteristics such as age, sexual orientation, disability, religion or belief, race, nationality or ethnicity and gender.

We recognise that all behaviour is a means of communication and that 'poor' behaviour communicates an unmet need. We know that children's behaviour cannot be fully understood in isolation, without considering their individual influences (including environmental).

We understand that behaviours displayed sometimes may be a result of factors linked to additional pupil needs (whether diagnosed or not), communication difficulties, or issues linked to home life, health, diet, sleep, emotional warmth, lack of boundaries, family crisis or other external issues.

We work hard to ensure that the various social, emotional and mental health needs are addressed through our whole school ethos and the range of interventions implemented for groups and individuals. These include:

- Therapeutic support
- Emotion coaching language
- Parental support
- Pastoral supporting including social communication groups, Lego Therapy, 1:1 emotional support
- Zones of regulation
- Drawing and Talking therapy
- Rainbow and well-being room provision.

For some children neither the normal rewards or sanctions procedures may be appropriate and in these circumstances parents and other agencies will be involved in providing/agreeing personalised behaviour plans and nurturing support.

### **Sanctions**

There is an agreed whole school approach to applying any sanctions to support the teaching of positive behaviour. Sanctions are applied consistently according to the unwanted behaviour displayed.

### **De-escalation**

De-escalation strategies are varied and personalised according to need and are intended to prevent sanctions being applied. These are used by teaching staff as unwanted behaviours are displayed. Examples of such strategies include (where appropriate);

- Treat others with dignity by showing them respect in their communication
- Be sensitive to behaviour triggers and environmental stressors
- Adjust tone, body language and proximity
- Listen with empathy
- Offer choices and time to process
- Redirect attention
- Distraction
- Use of humour
- Sensory break
- Seek support from colleagues

Where de-escalation strategies are unsuccessful and/or behaviour displayed is disruptive to learning and impact negatively on the emotional wellbeing of other children, a hierarchy of consequences is applied.

- 1) Pupils will be prompted by a member of staff and reminded of the school rule linked to their behaviour.
- 2) Pupil's will be given their first verbal warning and told which school rule it relates to and why.

- 3) Pupil's will be given their second verbal warning and they will be reminded that 'Thinking Time' will be issued if they do not rectify their behaviour.
- 4) Thinking time will be issued at the next break or lunch. This should go ahead even if behaviour has improved. Thinking time can be issued in '5 minute chunks' for no more than 15 minutes. Pupils will be encouraged to reflect on their behaviour and how they can improve. This could be verbally, by drawing a picture or in writing.
- 5) Sent to a senior member of staff (Assistant Headteacher, Deputy Headteacher, Headteacher). Alert cards can be sent to a member of staff for support.

**At the staff's discretion, in the event of extreme behaviour, it may be appropriate for children to progress through the steps more quickly.**

For children in EYFS, children who have not followed a school rule are supported by a member of staff for an agreed period of 'thinking time'.

In some circumstances, a senior leader or member of the pastoral team will be called to support with a child and to provide a space away from the classroom/playground to reflect. Such periods of 'thinking time' are agreed between the senior leader and the class teacher depending on the nature of the incident. They may last up to a full day from the class where appropriate learning will be facilitated.

#### **Examples of Extreme Disruptive Behaviour Examples:**

- Extreme violent behaviour towards anyone in the school community
- Stealing
- Acts of racial, sexist and/or homophobic abuse.
- Bullying
- Extreme rudeness/swearing
- Serious damage to property.

Behaviour incidents will be logged via CPOMS and senior leaders notified. Senior leaders monitor behaviour incidences, ensuring any behaviour issues are dealt with effectively in line with this policy, our Child Protection policy and Anti-Bullying policy.

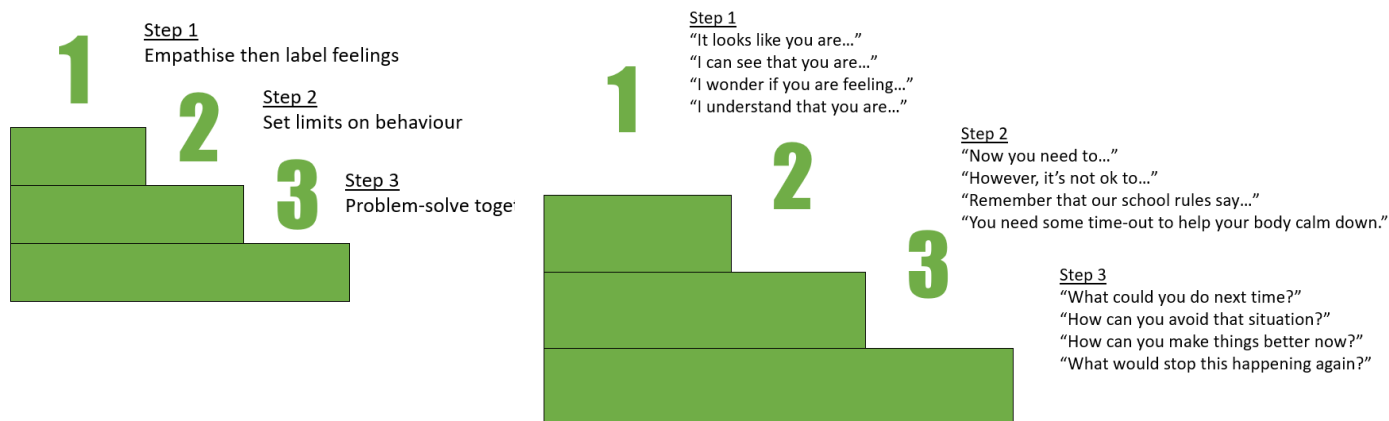
#### **The Language of Choice**

We actively encourage pupils to choose the right thing to do, by explaining the consequences of their choices, both positive and negative. We link consequences to the choices they make to help them to make the best choices.

The language staff use should:

- Be positive
- Increase pupils' sense of responsibility
- Remove the struggle for power and control
- Overtly link responsibility, choice and consequence
- Help them to take responsibility
- Help them to develop skills to manage their own behaviour and increase independence
- Defuse any potential conflict.

As a school, we support and use the 'Emotion Coaching Style Response' when dealing with poor behaviour.



### Positive Handling (use of reasonable force)

We only use reasonable force as a last resort and always attempt to de-escalate any incidents as they arise to prevent crisis point being achieved. Staff are skilled in promoting and rewarding positive behaviour and utilise a range of appropriate techniques in the management of the class environment.

Our 'Use of Reasonable Force and Restrictive Interventions' policy clearly defines what is acceptable practice should physical intervention be required. There are clear procedures for reporting and logging, and staff are trained appropriately in line with their role.

### Bullying

We take incidents of bullying very seriously. See our Anti-Bullying policy for further information.

### Child on child abuse

Peer on peer abuse can take many forms. This can include (but is not limited to): abuse with intimate partner relationships; bullying (including cyber bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

The school takes child on child abuse very seriously and any incidences will be dealt with quickly and effectively, in line with our Child Protection and Anti-Bullying policies.

### Suspension and Exclusions

Incidences of serious and extreme behaviour may result in an internal or external suspension. Suspensions and exclusions will only be used in extreme circumstances and only after every attempt has been made to solve the problem. Only the Head teacher can exclude a pupil.

## Roles and Responsibilities

As a school community, we recognise that we have a collective responsibility to teach expected behaviour and routines, and manage unwanted behaviours in a consistent way. The relationship based approach applies to all relationships within the school community between all adults and children.

<p><b>Teachers, Cover Supervisors, Pastoral staff and Learning Support Assistants</b></p>	<p>Staff aim to build positive relationships with pupils and their families.</p> <p>Teachers explicitly teach children how to behave at a development-appropriate level, this creating and maintaining a culture whereby:</p> <ul style="list-style-type: none"> <li>• Learning is deemed important, individually and personally</li> <li>• Everyone in the room matters and is important</li> <li>• Good behaviour is the best way everyone can get what they need.</li> </ul> <p>Teachers establish routines as the building blocks of classroom culture. Routine behaviour is taught, not told and revisited with consistency and as necessary throughout the school year.</p> <p>Teachers communicate effectively with other staff members involved with supporting children’s behaviour.</p>
<p><b>Support Staff (office/site)</b></p>	<p>Support staff are expected to model the school values and rules and to teach and encourage children to do the same, giving genuine praise where appropriate.</p>
<p><b>Midday Supervisors</b></p>	<p>Midday supervisors build positive relationships with the pupils.</p> <p>They support children to demonstrate our values and to follow the school rules over lunchtime, praising and sanctioning as appropriate.</p> <p>Midday supervisors report positive and unwanted behaviour to classroom teachers and senior leaders.</p>
<p><b>Senior Leadership Team</b></p>	<p>The Headteacher has the day-to-day authority to implement this policy. Senior leaders uphold school values and rules, and celebrate with individuals and groups as appropriate.</p> <p>They support teachers and Midday Supervisors where behavioural issues persist.</p>
<p><b>Governors</b></p>	<p>The Governing Body has the responsibility of agreeing this policy and of annually reviewing its effectiveness through monitoring exclusion and incident rates. The Governors support the Head Teacher in carrying out these guidelines, ensuring that the policy is administered fairly and consistently. Governors will feedback any outcome of policy review. Governors may become involved during particular disciplinary issues. The Governors should follow the normal complaints procedure in cases of complaint.</p>
<p><b>Parents/Carers</b></p>	<p>Parents should ensure that children are in school every day (unless they are unwell), on time, wearing correct uniform and ready for learning.</p> <p>We hope that parents will help school staff by informing them;</p> <ul style="list-style-type: none"> <li>• of behavioural problems they may be experiencing at home and any external support they might seek</li> <li>• of any health issues or medication that may affect a student’s behaviour. This includes any changes in or withdrawal of medication.</li> <li>• of any change of routine or circumstances which may affect a student’s performance or behaviour.</li> </ul>
<p><b>Pupils</b></p>	<ul style="list-style-type: none"> <li>• To model the school’s values and aims.</li> <li>• To follow the school rules.</li> <li>• To take responsibility for their actions and learn from their mistakes.</li> </ul>
<p><b>HOPS Prefects</b></p>	<ul style="list-style-type: none"> <li>• To model excellent behaviour at all times, in and out of school.</li> <li>• To support children who are having issues at play time, acting as a mediator.</li> </ul>

	<ul style="list-style-type: none"> <li>• To help children to make positive choices.</li> <li>• To act as a play leader.</li> <li>• To liaise effectively with lunch time supervisors, lunch time manager, school staff.</li> </ul>
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### Allegations Against Staff

Information regarding the procedures relating to allegations against school staff can be found in The DfE document ‘Dealing with Allegations of Abuse against Teachers and other Staff’.

Any pupil making malicious or false allegations against a member of staff will be dealt with by the Head Teacher and may be referred to the LADO for further investigation.

### Policy Links

This policy links to the following other policies we hold in school:

- Relationships, Health and Sex Education
- Anti-bullying
- Equality Information and Objectives Statement
- Health and Safety
- Safeguarding
- Use of Reasonable Force and Restrictive Interventions
- E-safety
- SEND

## APPENDIX 1

Revised thresholds for pupils already on roll when the policy was adopted (2025/2026):

	Bronze	Silver	Gold	Badge
Current 4	50	75	100	150
Current 5	50	75	100	125
Current 6	25	50	75	100