



Ormskirk Church of England Primary School

Greetby Hill, Ormskirk. Lancashire L39 2DP

Tel: (01695) 574027

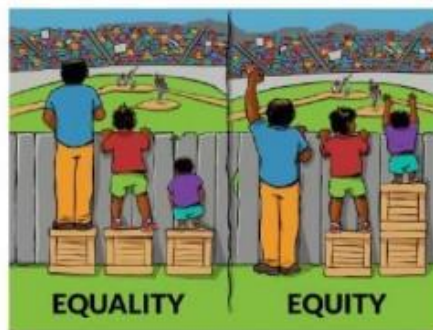
e-mail: head@ormskirk-ce.lancs.sch.uk

web-site: www.ormskirk-ce.lancs.sch.uk

BEHAVIOUR AND RELATIONSHIP **POLICY SEPTEMBER 2024-2025**

Our school prides itself on the warm relationships between staff and children and this is made possible by only appointing staff who display warmth, cheerfulness, and a level of consistency in their personality. The Education Endowment Foundation highlights the “strong evidence base that teacher-pupil relationships are key to good pupil behaviour and that these relationships can affect pupil effort and academic attainment.” The consistent and fair implementation of measures outlined in a behaviour policy is central to an effective whole-school approach to behaviour. Consistent implementation helps to create a predictable environment which supports children in feeling safe and developing a sense of belonging in school. This consistent implementation of efficient systems coupled with a high level of supervision allows children and adult relationships to thrive based on predictability, fairness, and trust.

Being ‘fair’ is not about everyone getting the same (equality) but about everyone getting what they need (equity)



Some children may require additional therapeutic support to meet expectations of behaviour. This support, which is outlined below, should be given consistently, predictably, and applied fairly. Reasonable adjustments can be made to behaviour routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. For example, a child may have suffered a bereavement, traffic accident, family breakdown and it has affected their wellbeing. Other children who need more specialised support will be identified and assessed, using the Behaviour Wall, in order to support gaps in their development. This is when a more individualised approach may be taken to ensure that all children in school feel that they belong in the school community whilst ensuring high expectations are maintained for all pupils.

The Behaviour Wall

- Skills & Structure (6yrs - 12yrs)
- Identity & Power (3yrs - 6yrs)
- Thinking (18mths - 3yrs)
- Doing (6mths - 18mths)
- Being (0 - 6mths)

-  Attachment & Emotions
-  Rules and Responsibilities
-  Identity/Self esteem
-  Getting On With Others

To develop the capacity to co-operate		To disagree with others and still be wanted		To test ideas and values		To learn skills, learn from mistakes and decide to be 'good enough'		To identify with one's own sex		To test abilities against others		To check out family/school rules and structures	
To practice thinking and doing		To reason about wants and needs		To learn to listen in order to collect information and think		To develop internal controls		To know when to flee, when to go with the flow and when to stand firm		To experience the consequences of breaking rules		To learn what is one's own responsibility and that of others	
To practice socially appropriate behaviour		To learn extent of personal power		To discover effect on others and place in group		To acquire information about the world, self, body and gender role		To assert an identity separate from others		To separate fantasy from reality		To learn to exert power to affect relationships	
To establish ability to think for self		To learn to think and solve problems with cause-and-effect thinking		To start to follow simple safety commands		To test reality; to push against boundaries and other people		To express anger and other feelings		To separate from parents without losing their security		To start to give up beliefs about being the centre of the universe	
To start to learn that there are options and that not all problems are easily solved		To develop initiative		To explore and experience the environment		To develop sensory awareness by using all senses		To get help in times of distress		To signal needs; to trust others and self		To continue to form secure attachments with parents and/or care-givers	
To cry or otherwise signal to get needs met		To call for care		To bond emotionally - to learn to trust caring adults and self				To decide to live, to be		To accept nurture		To accept touch	

Excitement Navigating the social world Resilience	You can learn from your mistakes	You can think for yourself and get help instead of staying in distress	You can think before you say 'Yes' or 'No'	You can find ways of doing things that work for you	You can trust your intuition to help decide what you want to do	You can learn the rules that help you live with others	You can learn when and how to disagree	We still want to be with you when we differ and we can learn together
Recognition Self-esteem Practising social skills	You can explore who you are and find out about others	You can try out different ways of being powerful	You can be powerful and ask for help at the same time	All of your feelings are OK here	You can learn the results of your behaviour	You can learn what is pretend and what is real		
Structure Boundaries Express growing sense of self	I'm glad you're starting to think for yourself	You can learn to think for yourself and others can too	You can think and feel at the same time	You can know what you need and ask for help	You can be yourself and we will still care for you	It's OK for you to be angry, and we won't let you hurt yourself or others		You can say no and push the limits as much as you need to – and we will keep you and others safe as you do so
Stimulus Exploration Safety	You can use all of your senses when you explore	You can explore and experiment and we will support and protect you	You can be interested in everything	We like you when you are active and when you are quiet	We like to watch you grow and learn	You can know what you know		You can do things as many times as you need to
Contact Relationships Trust	What you need is important to us	We want you to be here and want to care for you	We're glad you're here	You belong here	You can feel all of your feelings	We are glad you are you		You can grow at your own pace

Examples of therapeutic support that may be accessed by children who may be in need of higher emotional support:

- Walking Pebbles the school therapy dog- When highly stressed, our bodies respond with fight/flight or freeze. Movement channels the need for flight or flight when highly stressed and walking the dog combines this need with a distraction. This helps a child regulate become calm before repairing the situation. Pebbles places no verbal demands on children therefore they can talk to her without fear of a response or being judged. At other times, Pebbles is available to walk with other children who volunteer to walk her.
- Visiting the Sunshine Room a safe space where sensory stimulus is limited and comfortable, soft seating is available. Designed to be a welcoming environment.
- Art activities- expressing emotions or filling the silence gap with a calm activity is especially good for attachment or bereavement situations.
- Baking- cooking food is very good for children who have anxiety and rewarding for children with low self-esteem because they feel successful once they make their cake.
- Mindfulness- helps children reflect, understand, self-regulate and be patient with themselves.
- Craft activities- crafting is very good for children who have anxiety and rewarding for children with low self-esteem because they feel successful once they make their craft.
- Playing board games with a trusted adult- provides an opportunity for children to learn to lose and cope when things do not go their way. For example, once a few times of feeling successful an adult might remove a piece from a puzzle and provide strategies with how to solve the problem (make your own piece). It is very important to develop resilience which can be applied across life.
- Lego- it is easier to talk to someone when you are completing a task. Sometimes it can be used as a distraction for a child who is young and is about to enter crisis. Largely used to raise self-esteem and develop a sense of achievement without the need to interact with others intensely.

These therapeutic activities are not rewards but experiences that children who require additional emotional support for whatever reason need to access to ensure their emotional development is supported.

In addition to this, some children who require significant emotional support, will be supported by five key adults in school. These adults are chosen in collaboration with the child and their role is to ensure that they establish to build connection and relationship with the child in whatever capacity they have and to know how to support the child if they are dysregulated. These adults will support the child in regulating their emotions, relate to the situation, reason a way forward and repair the relationship.

Being a key adult

Adapted from Bombèr (2020)¹

Regulate	Relate
<p>"Your body is trying to tell us something; I wonder what that might be?"</p> <p>"I can see that something is really bothering you right now. Let's go and get some space together, you and me."</p> <p>"I can see you're really upset right now, and feeling angry with your friends, so much so you don't want to play with them anymore. No wonder you're so upset. Before we talk this through, let's get a blanket in a calm space."</p>	<p>"I'm wondering if you may be feeling ..."</p> <p>"Help me understand what's going on for you right now."</p> <p>"Now I understand ..."</p> <p>"Let me see if I have this right ..."</p>
Repair	Reason
<p>Using visuals, such as <i>Sorry</i> cards.</p> <p>Random acts of kindness that the offended person might appreciate.</p> <p>Payback time for people who sorted out a situation caused by their dysregulation, carried out <i>with</i> the key adult modelling alongside them.</p>	<p>"You are using your swearing part right now; I'm wondering where your respectful part has gone? I know it's there as I saw it when we were talking earlier with the Headteacher."</p> <p>Teach respect for one another, care for belongings, valuing living things, respecting boundaries.</p> <p>Opportunities for strengthening relationships, novel experiences and communication of affirmations.</p>

Whilst we strive to place effective relationships at the heart of what we do, it is important to create a structured and clear system that supports effective behaviour for learning emphasising the importance of concentration in classes and being reflective.

By addressing any low-level behaviour, we reduce the likelihood of more significant behaviour issues. We achieve this by developing a behaviour curriculum that defines the expected behaviour in school and it is centered on what successful behaviour looks like in school. At Ormskirk Church of England Primary School, we aim to have a learning community that is polite, respectful and considerate of others. We teach our children routines that reinforce behaviour expected of children and repeated practice promotes positive norms and certainty around consequences of unacceptable behaviour. For example, how to enter a classroom or how a teacher will gain a class's attention. This all helps to develop a climate of concentration and efficiency around school, focused on learning. We follow a lot of the research and advice by Doug Lemov, Bill Rodgers (You Know the Fair Rule) and John Roberston (body language expert) and through a project three DVDs have been produced which exemplify how these strategies can be used in schools such as: "Essential Teaching Techniques for U.K. Schools: 'Maximise Time', 'Treasure Learning' and 'Keeping Class Concentration'". For information about the DVDs please contact the Headteacher (head@ormskirk-ce.lancs.sch.uk).

Often what means more than extrinsic rewards and sanctions are comments from staff and smiles. We value the impact of stopping a child and saying "I noticed just how kind you were to ...", "Thank you, that was really nice of you." Equally, when one child has been mean to another phrases such as, "You know you don't feel happy about this and nor do they, but how can you fix this? What can you do next to repair this / make things better?" are also useful phrases as is: "Don't tell me who started this yet, who was able to stop this first?"

However, we do appreciate that children also appreciate tangible rewards. These include classroom level reward systems, such as Class Dojo, awarded to children throughout the day. One child from each class will be chosen each week to receive the Shining Star award. Children may also receive a Head or Deputy Head award for an excellent piece of work.

We are a happy school and we strive to have no-one feeling lonely on the playground. You will seldom hear shouting from staff in our school (unless we are acting during assembly or reading a ghostly story!), and the children have a strong sense of what is right and wrong. Our system of Think Sheets help children who have stepped over the mark to be reflective and this system is outlined below. It must be noted that Think Sheets are not commonly given out to most pupils and the total per week is most often between 0 and 3. The vast majority of children will never receive a Think Sheet or maybe get one throughout their whole time at school.

Occasionally, there are some undesirable behaviours that are more complex and require a strong, but bespoke response. This response will involve professional external guidance and support. Examples of this may include: physical abuse, sexual abuse and sexual harassment. For further details, please see the school's safeguarding policy which is available on the school's website. We will ensure that all incidents of child-on-child abuse (relates to physical abuse, sexual abuse and sexual harassment; this may also overlap with bullying) are met with a suitable response, and never ignored. Due to our ability to develop highly effective relationships with children in school, they are comfortable in approaching staff with any concerns or worries no matter how small. At all times, our response will follow Lancashire County Council's guidance on dealing with child-on-child abuse. School has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. For further information on this, please see the school's safeguarding policy available on the school's website.

Any questions about this system and if you would like to view a 'Think Sheet' then see the end of this policy. During the school year the Think Sheets are kept in a file and used to track any patterns of behaviour which we need to address, being especially alert to the possibility of bullying. At the end of each term, Think Sheets are analysed looking for patterns such as locations, times of day, times of year and triggers. This analysis is shared with governors (no names are mentioned). In turn this leads to positive change to reduce the likelihood of poor behaviour the following year.

Behaviour Sanctions

In class offences include, for example, calling out. This would result in 2 minutes of breaktime being missed, then 4, 6 or moving a child's place if on the carpet and infants. This may be different for Reception & Y1.

Such minor lapses in expectations are dealt with according to the class sanctions. However, if a Junior child is calling out whilst the teacher is talking more than three times in a lesson then they can receive a Think Sheet. Consideration is given to children with Educational Health Care Plans (EHCP) and they are given additional support and strategies (outlined earlier in this policy) to reduce the likelihood of reaching the Think Sheet Level. On occasions when a child with an EHCP does require a Think Sheet, they may complete this in a modified format / structure. For example, visual sorry cards or a random act of kindness for the wronged party, but ultimately, they still follow the Whole School Policy and sanctions as set out below. At all stages below an apology is required.

Parents are informed from Stage X with the exception of a racist / discriminatory comment.

Think Sheet Level:

- Continuous minor offences with no sign of improvement (White)
- Breaking of school furniture, including deliberate ruler breakage (White)
- Lied to a teacher (White)
- Deliberate no effort during lessons over two days (Yellow)
- Hit / kicked (Blue)
- Spat at a person (Blue)
- Swearing (Blue)
- Blatant intimidation of another (Blue)
- Rude to an adult (Red)
- Racist/discriminatory comment (Red) – this will always be discussed with a parent
- Blatantly ignoring a member of staff and / or making rude gestures (Red)
- Let down the school in public e.g. shouting / silly on a trip / swimming or dangerous behaviour (Red)

At Think Sheet Level, the child will automatically miss the next lesson if the offence occurred during a lesson. If the offence is at play / lunch time then he / she can return to class at the end of break if 'ready to learn'. If the offence is more serious than the above (eg hitting an adult, running away from the school site, intentionally smashing a window, etc. then the Headteacher is likely to take this directly to Stage Z).

STAGE X: If two red or three other coloured Think Sheets in one week = Parents informed and child misses all break and lunch times for one week. After this week return to beginning, unless the child reaches STAGE X within the same half term, then the children proceeds to STAGE Y.

STAGE Y: If the same child within the same half term reaches Stage X again, or if the child receives an additional Think Sheet within the same week of missing playtimes then the child will have a single day internal exclusion from his / her class and a formal meeting is held with parents. Internal exclusions will also be used if a child is not apologetic or not willing to resolve the hurt caused. Sustained bullying without a willingness to change such behaviour is one example of when this may occur.

STAGE Z: If after returning to class the child again receives a Think Sheet within the same week then the child will be either internally excluded for a whole week or externally excluded for a time at the discretion of the head teacher / deputy. Permanent exclusions are very rare and can only be given for a pupil at the discretion of the headteacher, this is then reviewed by the Governors' Pupil Discipline Committee.

Further details about exclusions can be found on the [Lancashire Website](#).

Ormskirk C.E. Infant Think Sheet

The member of staff completes the top section:

Name: Class:

Date: Time: Location:

Children may use pictures with adult interpretation or words may be scribed as deemed appropriate by the child's teacher. Please ensure all Think Sheets reach the head or deputy by the end of the day.

What did you do wrong?

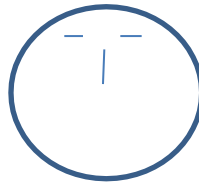
.....

How do you feel?

.....

How can you make things better?

.....



What can you do next time?

.....

Put your name below:

.....

Ormskirk CE Primary School Think Sheet

White = Lying or breakage of property. Yellow = related to learning in lessons. Blue = social / physical. Red = rude to adult / racist comment/let school down in public. With every Think Sheet the child must miss a break time and if a yellow Think Sheet the teacher may want the child to miss the next lesson too. Two red or three different coloured Think Sheets in one week and parents will be informed and child misses one week of breaktimes (this includes the break at lunchtime). If a child has been racist /discriminatory comment then the Think Sheet should be discussed with parents and completed at home and brought in the next day.

Rules in school are underpinned by the two principles:

Respect – God / property / oneself and others

Try Hard – in work and play

Christian Values: Forgiveness, Compassion, Humility, Trust, Friendship, Thankfulness and Wisdom

Name:

Class:

Date:

Time of event happening:

Where this happened:

Who stopped this getting worse?

Think back to what happened, what did I do?

.....
.....

Which rule and Christian value did I break? (If you are unsure look at the Christian values above)

.....

Who else did this affect?

.....
.....

How did this make the other people feel?

.....
.....

Did I get what I wanted by doing what I did?

.....
.....

What can I do to try and fix this now?

.....
.....

What could I do next time?

.....
.....

Signed: (pupil)

Signed: (member of staff)

ALL COMPLETED THINK SHEETS TO BE GIVEN TO MR STORCH or MR BOYD ON THE DAY OF EVENT

(To be read, filed by first name alphabetically in Think Sheet file. Think sheets are kept in the file for one full school year, in case of possible bullying. Data of location and times of incidents are analysed and shared with governors, but without reference to names of pupils).