

# *How do we create a culture of kindness?*



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# Creating Positive Relationships

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*‘The heart of effective behaviour management is building positive relationships with children. This allows the teacher to connect to the children forming a strong foundation from which behavioural change can take place.’*

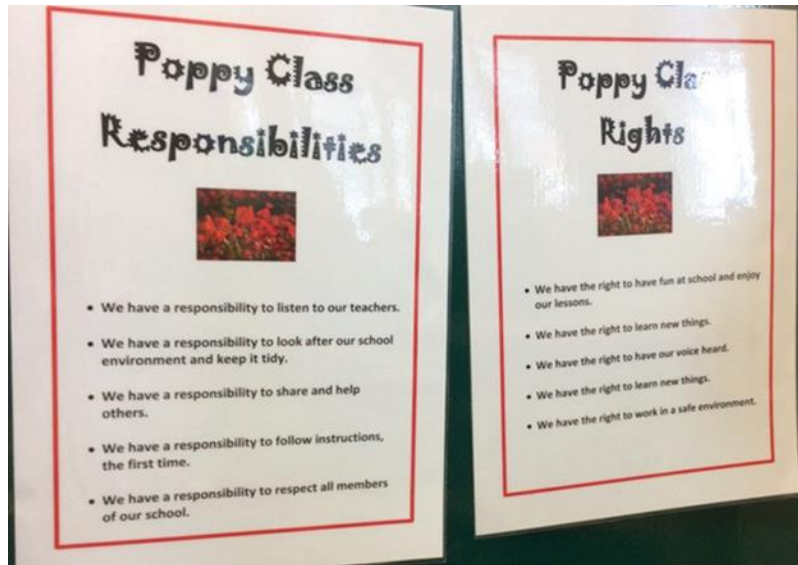
- We welcome/greet the children by their name as they enter the classroom.
- We have clear expectations/boundaries. We ensure that all children understand what is expected of them.
- We show an interest in each child's family, talents, goals, likes and dislikes.
- We treat each child with respect, always avoid embarrassment or ridicule.
- We share all successes with the class.
- We believe that by recognising their strengths every child has the ability to learn and achieve.
- We involve the children in making decisions regarding rules and activities within the classroom.

# Our Core Behaviour Systems

- Whole school rules
- Rights and Responsibilities – agreed with the children, displayed on the classroom door and regularly revisited
- Phase agreed class systems of team points, sticker cards, individual reward systems
- Golden award cards/sharing best work
- Lining up points
- SEAL awards
- Hierarchy of sanction – reflection time in class through to thinking room
- Use of blue & yellow forms
- Whole school approach to transitions (1,2,3) recall (hand up)
- Good communication with parents



# Rights & Responsibilities



We have the right to a safe learning environment.  
We have the responsibility to follow safety rules.

We have the right to engaging and fun lessons.  
We have the responsibility to listen carefully in class.



# What do Ofsted say about behaviour in our school?

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*Pupils play well with each other during break times. They enjoy the many activities set up outside. Older pupils engage with and support younger pupils in the playground. They are kind and patient with them. Adults on duty join in with activities and have positive interactions with pupils.*

*Pupils say bullying is rare and is dealt with seriously by staff. They are safe and taught how to keep safe online. Peers who are elected as digital leaders support them with online safety. Pupils use the 'problem and praise' box in their classroom to report any worries. They can also confide in a trusted adult.*

*Pupils' behaviour is well managed. The school's behaviour policy and systems are followed consistently by all adults. Leaders keep detailed behaviour logs.*

# Pupil Voice at Orchard

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- Involving students in decisions that impact on them can benefit their emotional health and wellbeing by helping them to feel part of the school and wider community and to have some control over their lives.
- At an individual level, benefits include helping students to gain belief in their own capabilities, including building their knowledge and skills to make healthy choices and developing their independence.
- Collectively, students benefit through having opportunities to influence decisions, to express their views and to develop strong social networks.

# Pupil Voice - School Council

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School Council and Ambassadors

Our School Councillors are responsible for:

Setting weekly agendas for class council meetings

Undertaking weekly school council meetings

Defining key projects across the year and set actions to achieve goals

Undertaking parent tours, visitor tours and host other key events



# **A Summary of 2022 – 2023**

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The School Council encouraged the importance of a friendly school community by promoting 'Anti-Bullying' initiatives.

They defined what bullying means, and identified the differences between an 'unkind' action and 'bullying' to encourage the correct usage of the word.

They concluded that 'Bullying is when you are continuously unkind but just being mean once is not.' The School Council also shared ways in which children can be nicer to one another and how to report unkind incidents

# Pupil Voice - Peer Mediators

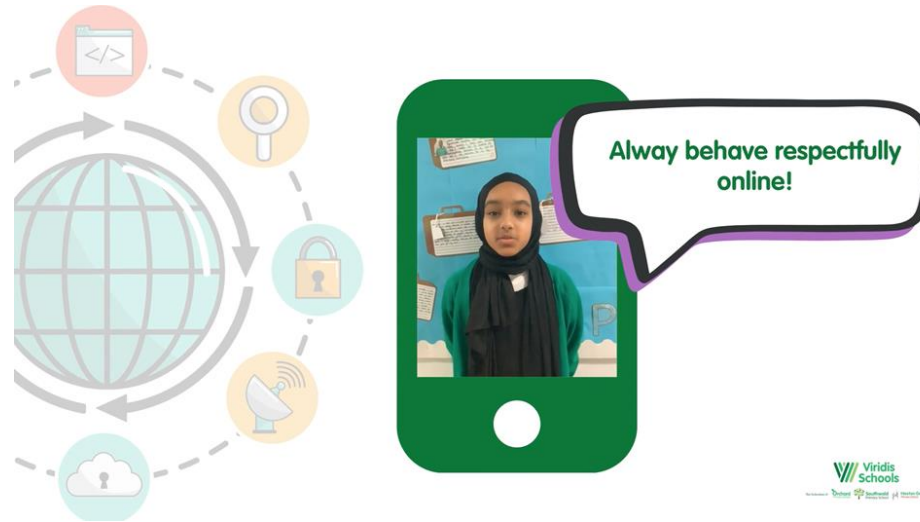
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Our Peer Mediators are responsible for:  
Helping children to express how they are feeling  
Supporting children in finding their own solutions  
Being fair and not taking sides  
Giving time and effort to keep mediation running



# Pupil Voice – Digital Leaders

One of the responsibilities of our digital leaders is to promote safe use of the internet. They discuss the importance of not only staying safe online but also creating a kind and welcoming culture. <https://vimeo.com/808223122>



# Pupil Voice – What do pupils say about our school?

## Pupil Survey Headlines – Spring 2023

I am proud to be part of my school.	The % of children selecting 'Yes' has <b>increased</b> from 77% in 2022 to <b>84%</b> this year.
I feel safe when I am at school.	The % of children selecting 'Always' has <b>increased</b> from 56% in 2022 to <b>71%</b> this year.
The behaviour of other children around the school is good.	The % of children selecting 'Strongly Agree/Agree' has <b>increased</b> from 48% in 2022 to <b>63%</b> this year.
Everyone is treated respectfully at our school, no matter their background.	The % of children selecting 'Strongly Agree/Agree' has <b>increased</b> from 69% in 2022 to <b>84%</b> this year.

# Anti-Bullying

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## Strategies that we have to prevent bullying/unkindness:

- Peer mediators
- Learning Mentors
- Chill-out
- Social skills groups
- Restorative justice/conflict resolution meetings
- PSHE curriculum
- Zoned playground
- Training
- Class circle time
- Assembly focus
- SEAL awards
- Speak up boxes & problem/praise boxes

# Anti-Bullying

## If you are being bullied:

### DO:

- ☐ Ask them to STOP if you can
- ☐ Use eye contact and tell them to go away
- ☐ Ignore them
- ☐ Walk away
- ☐ TELL SOMEONE
- ☐ Don't think it will sort itself out
- ☐ Remember it is not your fault

### DON'T:-

- ☐ Do what the bully says
- ☐ Get angry or look upset
- ☐ Hit them or fight back
- ☐ Think it's your fault
- ☐ Hide it

At Orchard Primary School we all work together to:

Make our school a place where everyone can feel safe and happy.

Help everyone to get on with each other and we believe everyone has the right to be who they are.



## Anti-Bullying Leaflet For Pupils and Parents



By 

School Council



## What is Bullying?

A bully is someone who hurts someone else by using behaviour which is meant to hurt, frighten or upset another person. This behaviour is repeated frequently.

Emotional: Hurting people's feeling, leaving you out

Physical: Punching, kicking, spitting, hitting, pushing

Verbal: Being teased, name calling

Cyber: saying unkind things by text, email and online

Silent: Ignoring, excluding

Racist: Calling you names because of the colour of your skin

Homophobic: Dislike of non-conventional family structures, improper use of the word gay, supports gender stereotypes

## When is it Bullying?

Bullying is something that happens several times on purpose.

## Several Times On Purpose



## What can you do?

<b>S</b>	Stand up to the bully and use your words to tell them to stop bullying.
<b>T</b>	Take appropriate action to get away from the bully, go to an adult.
<b>O</b>	Open up to a trusted adult.
<b>P</b>	Protect yourself from bullies

## Who can you tell if you see or know someone that is being bullied?

- ☐ School adults
- ☐ Parents or someone who looks after you
- ☐ A family member
- ☐ A trustworthy friend

## MOST IMPORTANTLY ...

## Start Telling Other People

## What we do when bullying happens.

Every incident is taken seriously and will be fully investigated. If bullying is found to be true, sanctions will be put in place.

# Our PSHE Curriculum

PSHCE Theme: Staying Safe			SEAL Theme: Say No to Bullying/Getting on & Falling Out		
Session 1	Session 2	Session 3	Session 4	Session 5	Keeping Safe Session
<p><b>Objective:</b> To know what to do or whom to seek help from when feeling unsafe.</p> <p><i>'What can I do when I don't feel safe?'</i></p>	<p><b>Objective:</b> To understand that bullying is when someone is hurt on purpose, usually more than once.</p> <p><i>'What does 'bullying' mean?'</i></p>	<p><b>Objective:</b> To be aware of different forms of bullying and develop personal strategies to resist unwanted behaviour.</p> <p><i>'What are the different forms of bullying?'</i></p>	<p><b>Objective:</b> To understand the possible positive outcome when we work together.</p> <p><i>'Why is it important to work as a team?'</i></p>	<p><b>Objective:</b> To explore the rules for and ways of keeping safe on the roads, cooperating with adults involved in road safety.</p> <p><i>'What are the rules in place to keep us safe on the road?'</i></p>	<p><b>Objective:</b> To know about the potential dangers and threats in the home and local environment including medicines.</p> <p><i>'What are the dangers found in the home?'</i></p>
<p><b>Suggested activity:</b> Give the children various strategies e.g. your brother/sister hits you, your friend takes your lunch, a stranger approaches you in the park. Who do you go to for help? Who is the best person to help in each situation? Might you tell more than one person?</p> <p>Who are the child protection officers at school? What is their job? How can we help each other to stay safe?</p>	<p><b>Suggested activity:</b> Quiz: is it bullying? Remind the children about the questions which they can ask themselves to decide if bullying is going on. Then read out the four different scenarios (you could use the SEAL pictures in the resource pack to support the children's understanding). Ask them to decide which ones are bullying. Compare and talk about their responses. Alternatively, ask groups of children to role-play one of the situations while the rest of the class offer their views on whether it is bullying or not.</p>	<p><b>Suggested activity:</b> Give the class a variety of scenarios including verbal., social, physical and cyber bullying. Ask pupils to work in pairs to identify examples of bullies and bullying.</p> <p>Develop simple 'What to do, what not to do' suggestions for each example. Sometimes it is possible to deal with it on your own, but sometimes you might need to ask for help from a peer mediator or an adult.</p>	<p><b>Suggested activity:</b> As a class watch the youtube video.</p> <p>How did the seagull feel when the crabs were attacking him? How did the animals work together to ensure a positive outcome?</p> <p>Is peer pressure always negative – what if it creates a positive outcome? Responding to bullying is a joint responsibility and can only be beaten when people come together and say 'No'.</p> <p>Ask children to share examples of times when they have supported each other.</p>	<p><b>Suggested activity:</b> Watch interactive 'Roadwise' road safety video.</p> <p>Talk through simple road sign recognition, pedestrian rules and safe cycling. Look at sections on website on green cross code and in-car/bus safety.</p> <p>You might want to take part in guided walks of local area to identify road hazards and learn pedestrian skills.</p>	<p><b>Suggested activity:</b> Use interactive games (at <a href="http://www.staywise.co.uk">www.staywise.co.uk</a>) to identify and explain dangers in the home and play environments.</p> <p>Examine labels on medicines and everyday substances to identify key safety information.</p>
<p><b>Other links/Resources:</b> 'BeatBullying' website</p>	<p><b>Other links/Resources:</b> 'Say No to Bullying' SEAL KS1 resources</p>	<p><b>Other links/Resources:</b></p>	<p><b>Other links/Resources:</b> <a href="http://www.youtube.com/watch?v=jop215u2F3U">http://www.youtube.com/watch?v=jop215u2F3U</a></p>	<p><b>Other links/Resources:</b> 'RoadWise' website</p>	<p><b>Other links/Resources:</b> <a href="http://www.staywise.co.uk">www.staywise.co.uk</a></p>

# Problem and praise box

Let's look at the following problems. How might you work to resolve these?

'I have no one to play with during break times.'

'Child A keeps touching my hair and I do not like it.'

'Child A and Child B have been messaging me unkind messages on whatsapp.'

'Child A shouted at me in the playground.'



# Conflict vs. Bullying

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**What is the difference?**

<b>Conflict</b>	<b>Bullying</b>
Disagreement or argument in which both sides express their views	Goal is to hurt, harm or humiliate
Equal power between those involved	The person bullying has more power
Generally, stop and change behaviour when they realise that they are hurting someone	Continue behaviour when they realise that it is hurting someone