St John's Church of England Primary School

Behaviour and Relationships Policy

"For I know the plans I have for you," declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future." - Jeremiah 29:11

Date agreed and ratified by Governing Body: December 2023
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This policy will be reviewed <u>at least</u> annually and/or following any updates to national and local guidance and procedures.

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1. Policy Statement

St John's is proud to be an inclusive school, welcoming children who have a wide range of needs and backgrounds. At St John's Primary School we are committed to creating a nurturing environment where each child is valued, respected and celebrated.

Our behaviour and relsionships policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and children.

We have high expectations for all our children at St Johns. We aim to provide an inclusive, safe, calm and nurturing environment where everyone is valued and knows that they will be listened to. We stand together as a school community to actively oppose racism, prejudice and injustice.

We believe that developing positive relationships between staff, pupils and families are integral to building the self-esteem, trust and integrity necessary to promote positive behaviour.

The following policy reflects our commitment to securing the right to learn for all children, our belief in promoting a consistent learning environment and our aim to develop a personalised approach based on a child's specific academic, social, mental and emotional needs.

All members of staff are expected to follow the St Johns Behaviour Blueprint which details the expectations, consistencies and routines expected throughout the school. This whole school approach presents clear expectations for behaviour. It provides a guide to enable everyone to take responsibility for promoting good behaviour and demonstrating the school values.

2. Aims

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To provide a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- To provide a safe, respectful, equitable and happy school ethos - where learning opportunities are maximised.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To help learners take control over their behaviour and be responsible for the consequences that may come from it.
- To build a community which values kindness, care, good humour, good temper and empathy for others.
- To promote community cohesion through improved relationships.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- Encouraging positive relationships with parents.

3. Our Philosophy

(See **Appendix 1)**

St John's Primary School's approach to behaviour is underpinned and rooted in evidence based research to inform its pedagogy. Child development and Neuro-science have influenced many of the approaches we use and can be summed up in the mantra: **Regulate, Relate, Restore.**

- **Regulate:** We teach children and adults that we make our best decisions when our emotions are regulated. We teach children and adults to regulate their emotions to make decisions from a peaceful mental place. We use Zones of regulation (See **appendix 7**) as part of PSHE curriculum to help promote emotional regulation.
- **Relate:** Our behaviour policy is entirely built on relationships and positive connection with children
- **Restore:** Underlying behaviour is only improved through constructive restoration.

We see this mantra best expressed around four key themes:

1.1 Behaviour as communication -

At St Johns we recognise behaviour as communication and seek to stay curious about the unmet need that sits beneath the surface of external behaviour.

Informed/influenced by - *Paul Dix - When Adults Change Everything Changes.*

1.2 Connection before correction –

Our school relies on maintaining strong, attached relationships and makes sure we seek connection before correction.

Informed/influenced by - *Trauma informed Schools, Polyvagal Theory (Dan Siegal)*

1.3 Consequences are for future success –

Seeing "discipline" as training of neurological pathways and therefore use of logical consequences. Rather than seeing discipline as punishment for past failure.

Informed/influenced by - *Paul Dix – When Adults Change everything changes. Trauma Informed Schools.*

1.4 Dependable Adults -

Consistent safe adult relationships build strong neurological pathways which lead to better behaviour outcomes.

Informed/influenced by - *Trauma informed Schools neurological research – Panksepp neuroscience of emotion, Dr Dan Huges – Use of PACE, Dr Stephen Porges - Polyvagal Theory.*

This philosophical approach can allow a safe environment to experience and work through big emotions and develop the skills and techniques (neuroplasticity) to constructively respond in the future.

We believe that all behaviour is a way of children communicating their emotional needs (whether conscious or unconscious). We encourage all adults to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties are regarded as vulnerable, rather than troublesome, and we have a duty to explore this vulnerability and provide appropriate support.

We believe that until we solve the reason the behaviour is happening it's going to keep happening. We seek to stay curious and open about the behaviour that is being presented and investigate possible triggers and stress factors.

At St Johns there is a clear emphasis on building and maintaining positive relationships. We understand that attachment is central to our well-being and affects us all. We share a consistent, common approach as each child is treated as an individual with their own particular strengths and needs.

We understand that children learn from our actions and therefore ensure that we are positive role models for them. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations and the need for keeping our school wide expectations and boundaries. When consequences are needed they are fair and a natural response to the behaviour.

Underpinning this policy is the belief that everyone can self-manage/self-regulate their own emotions and behaviour, develop reflective thinking and give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the 'real world'.

Our school is committed to the emotional mental health and well-being of all members of the school community. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that will support the social, emotional and mental health of the whole school community. We recognise that there is a strong link between emotions and learning and that understanding our emotions is a key aspect of managing behaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Mental Health and Wellbeing Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

4. Behaviour expectations

We have 3 clear behaviour expectations:

Children are given clear guidelines about appropriate behaviour and expectations based on our School expectation which are displayed in each and every room around the school. These School expectations are well embedded into the life of the school and referred to as 'The St John's Way' - this is the way we do it here. Our school expectations are used in the classroom, in and around the school and on the playground.

5. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'

This policy operates in conjunction with the following school policies:

- Home School Agreement
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Local Authority Exclusion Guidelines
- Positive Handling Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

6. Roles and responsibilities

The governing board has overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Mental Health and Wellbeing Policy.

The Assistant Headteacher for Behaviour and SEMH (Social, emotional, mental health) is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH (Social Emotional and Mental Health) related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- The Relationships and Behaviour Policy.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils.
- Reporting to the governing board on the implementation of this policy.
- Staff induction, development and support: All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.
- Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.
- The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND (Special Educational Needs and Disabilities) and mental health needs.
- Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupils' wellbeing will be supported to undertake any relevant training or qualifications.

The SENDCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and Mental Health and Wellbeing policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and Mental Health and Wellbeing policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Meeting and greeting every child every morning. Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at either the classroom door or at each child's classroom seat. This may be a simple, 'Good morning' or offering a handshake to provide a consistent check in and enthusiastic welcome to every child.
- Consistently referring to the St John's way and our 3 agreed expectations: 'Ready, Respect, Safe '
- Modelling positive behaviours and building relationships.
- Planning lessons that engage, challenge and meet the needs of all learners.
- Using a visible recognition mechanism throughout every lesson (eg, Recognition boards)
- Being calm and giving 'take up time' when going through the steps. Prevent before consequences.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.

- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- As authorised by the headteacher, giving consequences to pupils who display poor levels of behaviour.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school values and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Reading this policy and supporting rewards and sanctions given by school staff

7. Definitions

For the purposes of this policy, the school defines **"serious unacceptable behaviour"** as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature, which impacts the wellbeing of pupils at school
- Possession of banned items (including legal or illegal drugs, alcohol or tobacco)
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines **"low-level unacceptable behaviour"** as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Use of mobile phones or smart watches without permission
- Graffiti

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

8. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

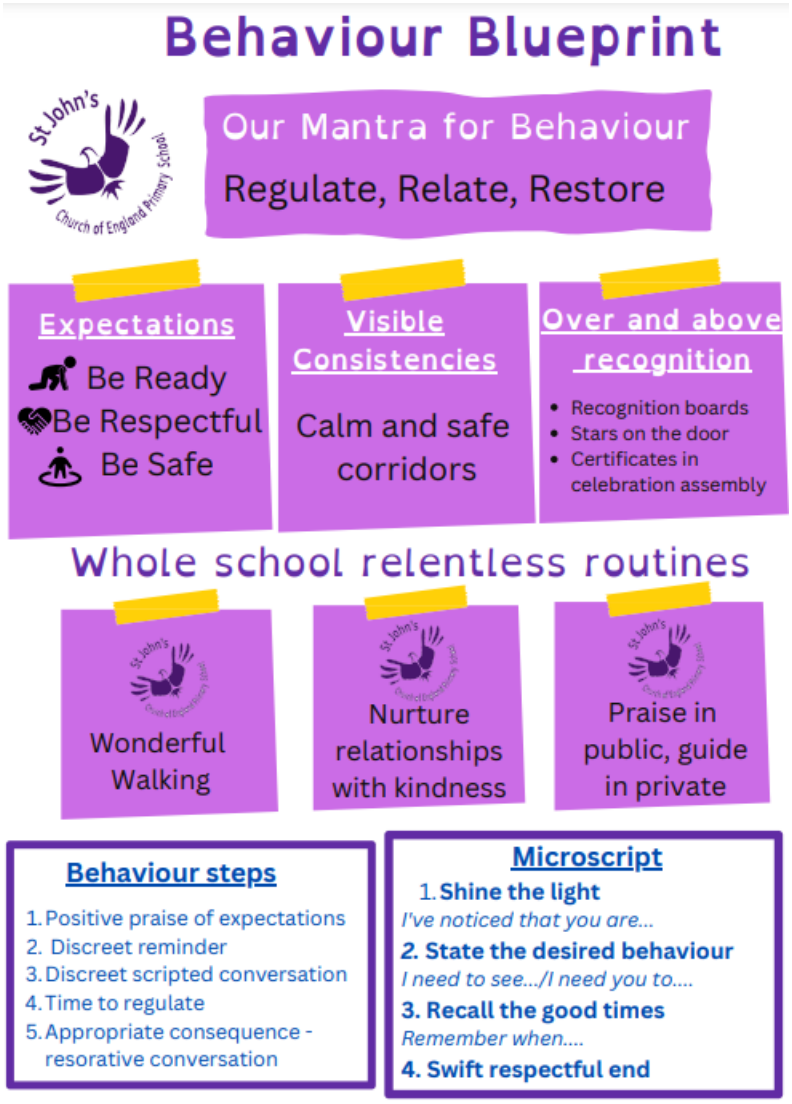
The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

9. Behaviour Blueprint and Behaviour Steps

Our Behaviour Blueprint (See below)

This is a concise A4 document which teachers will refer to for a consistent approach to our Relationships Policy to ensure behaviour and expectations are clear and consistent. The St John's Behaviour Blueprint provides a guide to the "Stepped Boundaries' every child can expect when making inappropriate behaviour choices. It provides scripts to support adults and offers consistent calm language, to enable a child to make better choices and reflect on their behaviour. Mutual respect, preserving the adult child relationship and de-escalation strategies are at the heart of this approach. In addition, the following is expected throughout the school to promote positive behaviour and prevent unacceptable behaviours.

All adults understand the importance of modelling these behaviours, languages and actions in our interactions with others. We all recognise that it is our shared responsibility to illustrate to our pupils how to be respectful and considerate in order to build trusting and mutually respectful relationships.



Visible Consistencies

Where staff act consistently and reliably, children feel safer and are more likely to understand the expectations of them. This in turn will make it less likely that events will trigger negative behaviour. As a staff we follow a '50 day challenge' for each of our relentless routines. These will change when the desired behaviour is achieved and a new challenge will be set for all adults to work on together.

Whole School Relentless Routines

Relentless routines create a safe, structured environment. We use silent signals throughout the school to ensure a consistency in routines for transitions moving around the classroom and school.

Time spent building relationships with children and families is key to our St Johns ethos. Meeting and Greeting/ Ending and Sending are important parts of how we nurture our relationships with kindness. Staff greet children individually on the gate, in the classroom and around the building focusing on the positive in the first instance. It is important that every day is considered a new day and a new chance to do well. Children finish the day with a personal interaction with their teacher and are reminded where possible of an achievement in the day.

We love to celebrate and Praise our children in public and seek to guide in private without shaming or escalating behaviour.

Behaviour Steps (See **Appendix 2**)

The Classroom Plan is a sequence of steps which are focused on small but certain consequences and a restorative, not punitive, ending. The plan will be used by every teacher to ensure consistent language and steps are being used throughout the school, and expectations and consequences for the children are clear.

Microscripts/30 second script (See **Appendix 3**)

As part of the behaviour steps, a 30-Second Script will be used to reinforce expectations when behaviour shown is not reflective of our school values. This will take place at Step 3 of the Behaviour steps. The purpose of this script is to provide a quick, consistent and non-judgemental dialogue with the child to encourage positive choices to be made. The scripted response should be delivered in an emotionless tone, designed to prevent escalation.

10. Restorative Approach to Behaviour

'Punishment doesn't teach better behaviour, restorative conversations do.'

Paul Dix

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by support staff who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the Senior leadership team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child.

Restorative Meetings/Conversations

'The positive relationships you form with pupils depend on a restorative approach being your default mode.'

Paul Dix

At St Johns, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Restorative Questions

(See **Appendix 4)**

These restorative questions will be used to support restorative meetings and/or conversations. For Key stage 2 school pupils, up to 5 questions will be used. For EYFS and KS1, the teacher may decide it would be more appropriate to start with two and build on these as the child develops in maturity.

11. Consequences to build future success

At St Johns, we encourage positive behaviour which reflects our School Values and our 3 expectations. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident.

Instances of unacceptable behaviour are taken seriously, thoroughly investigated and dealt with in a timely manner.

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any substantiated behaviour incident which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour.

This includes, but is not limited to, the following:

- Prejudice Incidents - language or other targeted offensive language e.g., homophobic, racist or religious intolerant language or actions in any context.
- Bringing prohibited items into school – bringing into school anything that may cause harm to others

- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Exiting a room - Leaving a classroom without permission, on or off the premises.
- Persistent disobedience or destructive behaviour
- Hurting others with physical intent
- Hurting others in retaliation
- Offensive language
- Misuse of online technology Relationships and Behaviour.
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any substantiated behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Anti-social behaviour - Low-level disruption and talking in class
- Failure to complete classwork
- Disrespectful behaviour – Rudeness/answering back
- Deliberately not following instructions

Incidents of unacceptable behaviour are investigated and recorded by the member of staff who has dealt with the situation initially, on Arbor (the school management information system). The SENDCo (where appropriate) and SLT are notified that an incident has taken place.

After an investigation has taken place to ascertain the details of the incident, a consequence will be agreed. An internal reference document for staff ensures consistency and provides guidance. For example, an appropriate consequence could be; a verbal reminder of the expected behaviour and guide to follow instructions, reflection time at break or lunch time with a teacher or member of the Leadership team, removal of privileges.

Staff will use their professional judgement and experience to determine what is appropriate and reasonable. A consequence will be applied that has the most chance of bringing about a permanent change in behaviour or in some cases gives the child the best chance to attain the support they need.

The Headteacher and Assistant headteacher responsible for behaviour will evaluate all reported incidents to help identify pupils whose behaviour may indicate additional intervention and potential mental health problems to ensure they receive appropriate support.

A PSP (Pastoral Support Plan) or behaviour plan (See **Appendix 5**) can be written with the school, child and family at any point where behaviour is identified as a barrier to learning, in order to identify additional support and attempt to prevent further escalation. These plans are in place for children with behaviour as an additional need. These are reviewed regularly and strategies may change to adapt to the needs of the child.

We use logical and natural consequences at St Johns. Logical consequences help children to recognise the effects of their actions and support development of internal controls. The underlying belief is that children want to do better and can do better with reflection and practise.

Consequences implemented can be '2 minutes owed', 'Pay it Back to our St Johns Values' or, in more serious circumstances, parental phone calls home. They are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time which then needs to be paid back.

- **'2 minutes owed'**- a reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.
- **'Pay it Back to our St Johns Values'**- is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home or completed in a break time. Another example would be if there has been vandalism in the playground we may ask the child or children involved to help repair the damage.
- **Parental involvement** - We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting.

Managing low-level unacceptable behaviour

Classroom Plan – see **Appendix 2**

As part of the Classroom Plan, a 30-Second Script will be used to reinforce expectations when behaviour shown is not reflective of our school values. This will take place at Step 3 of the Classroom Plan. The purpose of this script is to provide a quick, consistent and non-judgmental dialogue with the child to encourage positive choices to be made. The scripted response should be delivered in an emotionless tone, designed to prevent escalation. Once the script has been delivered, the child 'owes 2 minutes'. They then must stay behind at break time or lunch to have a quick discussion with the class teacher.

Managing serious unacceptable behaviour

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

1) Child is removed to enable co-regulation by class teacher, teaching assistant or member of SLT
2) Restorative Approach used to investigate the incident fully and agree consequence and notify parent/carer (behaviour incident recorded on Arbor). Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future. Restorative Questions (See Appendix C). These restorative questions will be used to support restorative meetings and/or conversations

'Punishment doesn't teach better behaviour, restorative conversations do.' Paul Dix Dix P (2017) When the Adults Change Everything Changes: Seismic shifts in school behaviour. Camarthen. Independent Thinking Press.

Following repeated incidents of serious unacceptable behaviour, the following actions will be taken:

- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of serious unacceptable behaviour (with the above in place), the following sanctions are implemented:

The headteacher will consider whether a fixed suspension or permanent exclusion is necessary, in line with Local Authority guidance.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

12. Prevention strategies and intervention

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour include, but are not limited to, the following:

- Visual timetables used consistently across school to provide structure and predictable routines
- Class teachers will use a range of strategies and approaches to meet the needs of children in their class, these may include mindfulness sessions, breathing activities, sensory breaks and resources.
- Staff use check in strategies, providing children with opportunities to express how they are feeling and what could be done to help them to feel better.
- Short-term behaviour report cards
- Frequently engaging with parents
- Pastoral support plan
- Engagement with local partners and agencies
- Risk assessment
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Teaching Behaviour Expectations

Positive behaviour will be taught to all pupils as part of the PSHE curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable.

Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. The school uses the following strategies to develop these relationships:

- Staff are ready to welcome and greet children in the morning, not setting up or doing jobs
- Children are greeted by members of SLT and the wider staff team as they come onto the school site in the mornings
- Our first interactions with each individual child, each day to be positive; staff to prioritise the welcoming of children and a making a point of connection first thing each morning
- Bagel time - children start the day with the offer of a warm bagel, and the chance to interact with staff and their peers, as well as taking part in a range of morning activities, which vary depending on the age of the children

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned.

Measures the school will implement where appropriate include, but are not limited to, the following:

- Zones of regulation – daily check ins
- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition

- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".
- Direct pupils to use the school-agreed calming strategies – see school poster

Physical intervention

In line with the school's Positive Handling Policy, trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parent will be contacted and next steps agreed.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the Local Authority's Exclusion Guidance.

When using positive handling in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

13. Exclusions

We develop strategies that support and include all children. However, in extreme cases and as a last resort, the school will use exclusions.

This is in a small minority of cases and is used either in extreme events or persistent misbehaviour when the child has not responded to strategies employed.

Internal Exclusion – this is within the school and means removing a child from their class to another class, a senior member of staff, the SENDCO or a member of the inclusion team for a period of time. This allows a child time to reflect upon their recent behaviour. Internal exclusion will be in response to a culmination of behaviour incidents or an extreme and single incident.

Fixed term Suspension – A suspension is more severe than an internal exclusion, where a child is asked to stay at home for an agreed period of time. Only the headteacher can suspend a pupil. The Executive Head teacher has the power to suspend a pupil permanently. The headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. Parents will be informed in writing about the behaviours relating to and the reason for the suspension. Work will be provided for the child to complete at home for the period of the suspension. A reintegration meeting with a member of the Senior leadership will be held with the child and a family member before the pupil returns to school. The purpose of this meeting is to work in partnership with the school and families, in order to assist the pupil with their improvement. A PSP (Pastoral support plan) will be written to set specific targets for the pupil in agreement with the family.

Permeant Exclusion – It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this. The headteacher will inform the Local Authority (LA) and the Governing Body about any suspension or expulsion. The Governors will review promptly all expulsions from the school and all suspensions that would lead to a child being suspended for over 15 days in a term. The letter of exclusion to the parents makes it clear that the parents can appeal against the decision to the Governing Body and details how to do this.

14. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish clear consequences for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Follow the school behaviour policy and live by our school values.
- Respect other children's culture, race, feelings, beliefs and values.
- Do my best, making every effort to produce classwork of a high standard.

- Be caring and considerate towards others.
- Have respect for and take care of my surroundings both inside the classroom and outside in the school grounds.
- Tell a member of staff if I am worried or unhappy.
- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Behave in a reasonable and polite manner towards all staff and pupils.

Classroom rules and routines

The school has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour (reflecting our school values) and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

Values: Our 3 Living Values:

Honesty

Peace

Respect

Our 3 Learning Values:

Perseverance

Team Player

Ambition

The school also has an established set of routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

Agreed routines:

- Meet and Greet on arrival
- Wonderful walking around the school – quiet and calm
- Walking on the left on the stairs
- Quiet and calm entry into worship.

- Hands out of pockets and shirts tucked in.
- No make-up, nail varnish, jewellary or over the top headwear. No jumpers around the waist.
- Uniform and shoes to be appropriate and long hair to be worn up.
- Walk on left side of corridor.
- Doors to be held open for people.
- Makaton to be used throughout the school.
- KS2: First bell is the signal to stop playing and get down from the equipment. Second bell you walk to your teacher.
- KS1: First signal is to stop, then tidy up. Next signal is to line up.
- Stay with parent/carer on release at the end of the day.

The headteacher ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these **daily**. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

15. Praise and rewards

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Stickers/Headteacher award sticker
- Reached for the stars display – going above and beyond (*If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.' Paul Dix).*
- Communicating praise to parents – paper certificates
- Celebration assembly/worship
- Positions of responsibility
- Recognition Board - A Recognition Board will be used to encourage social or learning behaviours. For example, 'One voice', 'Kind words' or 'Over and above' maybe written on the board. Adults or pupils in the class can nominate names for the board and there

is emphasis on children working together as a team to get everyone's name on the board. There is no material prize for class completion. Each class chooses a celebration when all names are on the board, e.g. teacher juggles, special celebration dance or song

'This is not intended to shower praise on the individual, it is a collaborative strategy- we are one team focused on one learning behaviour and moving in one direction.'
Dix P (2017) When the Adults Change Everything Changes: Seismic shifts in school behaviour. Camarthen. Independent Thinking Press.

16. Anti-Bullying

Bullying of any kind is unacceptable at our school. For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group over time, with the intention of verbally, physically or emotionally harming another person or group.

The school views cyberbullying with the same severity as any other form of bullying. Not all arguments, disagreements and conflicts constitute bullying.

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs: they are frequent and happen over a period of time.
- Intent: The perpetrator(s) mean to cause verbal, physical or emotional harm: it is not accidental.

All types of bullying will be discussed as part of the Jigsaw PSHE curriculum.

Bullying can be:

- Emotional (verbal and non-verbal) - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or using any violence
- Racist – based on another person’s ethnic background, religion or skin colour
- Homophobic – because of their actual or perceived sexual orientation
- Sexist – based on sexist attitudes expressed in a way to demean, intimidate or harm another person because off their sex or gender
- Sexual – unwanted physical contact or sexually abusive comments
- Cyberbullying – use of technology to repeatedly harass, threaten, embarrass or target others.

Managing allegations of bullying

Staff will treat reporting of bullying seriously and they will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident and review behaviour records for trends and patterns to identify and substantiate allegations bullying.

- Staff will listen carefully and investigate where necessary. Details will be confirmed, and the incident will be reported to the Head of School or Executive Headteacher
- All incidents will be investigated, recorded and reported to the Head of School or Executive Head teacher
- All incidents of bullying are reported to parents
- After discussion the Head of School or Executive Headteacher will decide on the appropriate consequence. In the first instance this is to support the perpetrator to bring about a change in behaviour.
- Repetitive bullying and serious cases could result in suspension or even expulsion.

Outcomes

- The perpetrator(s) will be asked to genuinely apologise.
- If possible, efforts will be made to reconcile pupils using a restorative approach.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- If appropriate the victim or perpetrator may be referred for therapeutic support (CAMHS, ELSA or additional time with a known and trusted adult in school).

17. Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Child Protection and Safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

18. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
    - To commit an offence; or

- To cause personal injury to any person, including the pupil themselves; or
- To damage the property of any person, including the pupil themselves.

The school also identifies the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above.

19. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

20. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Internal exclusions
- Detentions
- Attendance, fixed and permanent exclusion data
- Incidents of searching, screening and confiscation
- Positive handling incidents
- Pupil, parent/carer and staff voice

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

21. Monitoring and review

This policy will be reviewed by the headteacher and mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

Appendix 1

Our Philosophy towards behaviour

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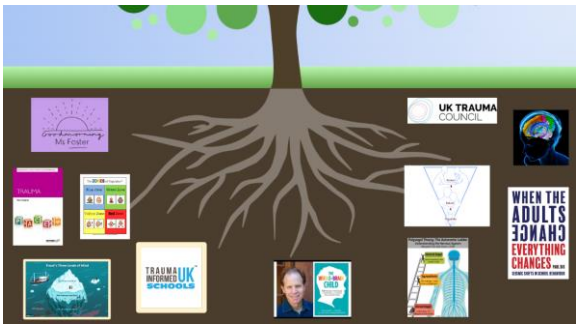
<td> 
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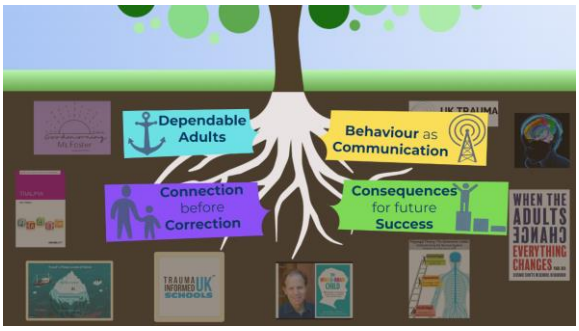
<td> 
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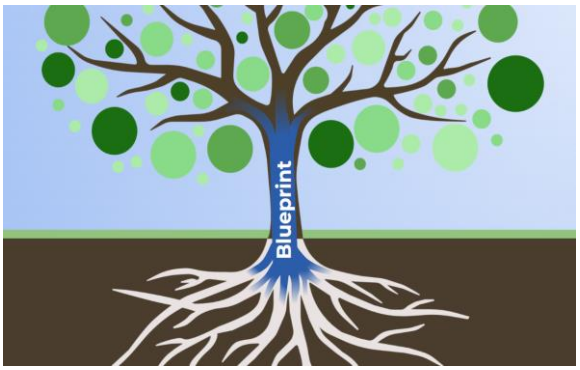
<td> 
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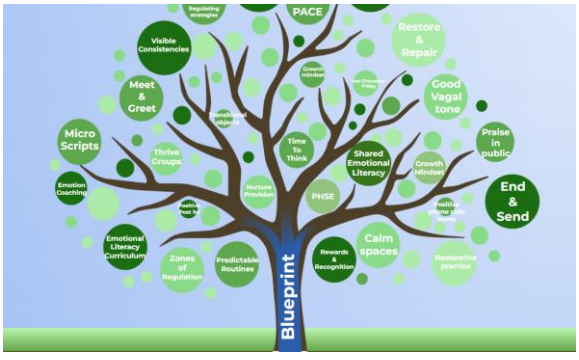
<td> 
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- **The Soil** - What do we draw our philosophies towards behaviour from.
- **The Roots** - The way we view and manage behaviour.
- **The Trunk** - Our school's behaviour blueprint.
- **The Leaves** - What we will see in our school.

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Appendix 2

Behaviour Steps - part of behaviour blueprint

	Steps	Actions
1.	**Ready, Respectful, Safe.**	A reminder to whole class of the rules, delivered privately wherever possible. Ready? Respectful? Safe?
2.	**Reminder to Think Carefully**	A verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour
3.	**Last reminder: 30-second script/ microscript**	If the pupil still does not engage, use the 30-second script. Adults are encouraged to recall and use previous positive examples of how that child has been successful in that school value to motivate them to move on and make improved choices.
4.	**Time to Think**	This step is only needed if the child needs to calm down, compose themselves or reset themselves if they are not ready to learn. Time to think is a chance for pupils to assess how they are feeling so they can use self-regulation techniques in order to get back to the learning zone. This may be in a partner class
5.	**Restorative conversation**	This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be completed in break.
6.	**Support step**	In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT, or another class teacher. This will be specified on a personalised Relationships Plan for certain children identified with behaviour as an additional support need.

Appendix 3

Scripted conversations/ 30 second script

‘I noticed you are …’ (wandering around the classroom chatting)

‘You are not showing our school value…’ (respect)

‘You have chosen to…’ (stay behind at playtime to catch up with work)

'Do you remember when you...' (finished all your writing)

That is who I need to see today.

Thank you (for listening).

Appendix 4

Restorative Questions

1. What happened?

2. What were you thinking at the time?

3. What could you have done differently?

4. Who has been upset by this?

6. How can you make things better?

Appendix 5 - Behaviour Support Plan

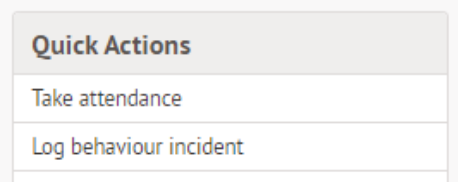
Name	
DOB	
Class	
Attendance	
Barriers to learning (EAL, PP, SEND etc)	
Academic attainment	
Key Adults (external)	
Siblings (school/elsewhere)	
Key adults (school)	
Pupil's interests, within and outside of school	
Pupil voice	
Strategies/Resources PROACTIVE	
Part-time arrangements and previous exclusions	
Potential Stress Triggers	
Stress Presentation in School	
Use of safe space in school	
Sensory/Learning Breaks in place	
Strategies and Interventions in place to support learning	
Agreed response to behaviour	
Shared phrases and language	
Sanctions	
How to re-connect	

Appendix 6

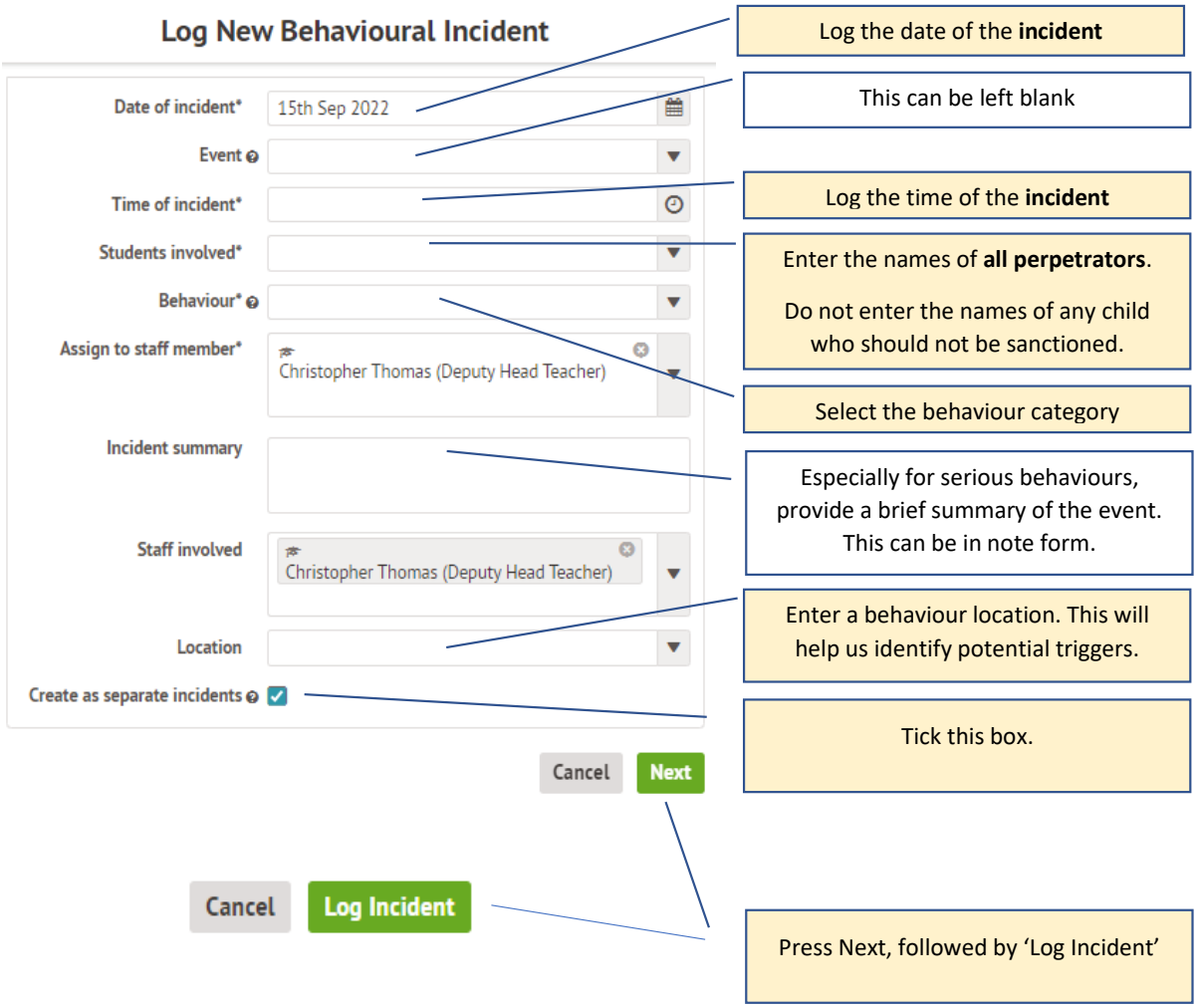
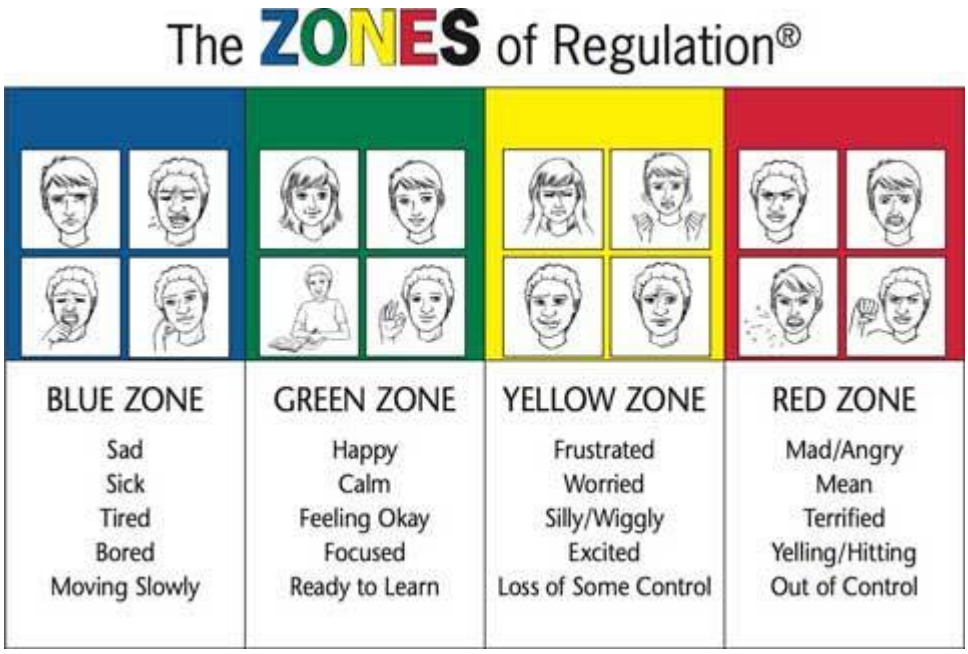
Instructions for logging behaviour incident on Arbor

How to log a behaviour incident

There are a number of methods that can be used to log a behaviour incident. The quickest way is to use the 'Log Behaviour Incident' button from the left hand side on the Arbor homepage:



A box similar to the one below will appear. Some sections may already be filled in. Be sure to complete all mandatory fields, shown in yellow:



Appendix 7 – Zones of regulation