

# Higher Bebington Junior School



## Behaviour and Relationships Policy

**‘Together We Achieve’**

<b>Ratified by the Governing Body</b>	November 2023
<b>Next review due by</b>	November 2024

## Statement of Intent

*Higher Bebington Junior School is a place where everyone is valued and cared for. It is a place where views are respected and where children are at the centre. We celebrate uniqueness in each individual and encourage all pupils to flourish through a happy, safe and stimulating environment that allows everyone to meet their personal goals and full potential: intellectually, physically, emotionally, morally and spiritually.*

Higher Bebington Junior School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. In most cases, we choose to behave in the way that we do – children are guided to understand that their behaviours are a choice for which they are responsible. All adults within the school consistently model and promote positive standards of behaviour and we expect the children to master responsibility for managing their own behaviour. All school staff recognise that positive behaviours are closely linked to high quality and stimulating teaching and learning, which is supported by valued relationships between all members of the school community. At Higher Bebington Junior School, we recognise that children will make mistakes. We have adopted a restorative approach to behaviour to improve the child's wellbeing and development, helping them to build strong and positive relationships with their peers, educators and their community.

## Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- recognise behavioural norms;
- positively reinforces behavioural norms;
- promote self-esteem and self-discipline;
- teach appropriate behaviour through positive interventions.

## Encouraging outstanding behaviour for learning in school

The aims of this policy will be met by everyone observing and modelling our 3 key behaviour values. These are:

**Ready**

**Respectful**

**Safe**

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By displaying behaviours linked to following these values, we will create a safe and positive learning environment which leads to a culture of excellence and success.

## Fundamental principles

All members of our school community have the right to:

- feel secure and safe;
- feel happy and be treated with kindness and understanding;
- be treated fairly and consistently
- be listened to (at an appropriate time);
- be treated with respect and politeness;
- be treated with empathy.

The fundamental principles which underpin our Behaviour and Relationship policy are:

- unconditional positive regard for all pupils;
- a focus on **choice**: we refer to good choices (which lead to good consequences) and choices which are poor (which lead to negative consequences).

## The main reasons for using a language of choice are:

- Self-management of behaviour and reflection on behaviour choices made i.e. there are always different behavioural options. Any poor behaviour is a result of the choices made rather than negative expectations associated with 'labelling' of a child.
- Recognising, acknowledging and rewarding pupils for their positive choices, use of our school values, ready, respectful and safe.
- Consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour.
- Adopting a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly.
- Using 'Pausing to be' and 'Reflection Time' in class to create a positive climate for learning and to create more awareness of how to self-regulate. (Pausing to be provides the opportunity to notice what is happening – internally and externally. What thought is driving our behaviour? Is that thought true and helpful, or an assumption and unproductive?)
- What is happening with the other person's behaviour, tone of voice, words being used, gestures, etc.?
- When individuals get caught up in the conversation cycle that seems to spiral rather than head in any productive direction, taking a moment within the conversation or at another time can provide clarity on what you really think and what you really want. It also gives you the opportunity to take a different, more neutral, perspective on maybe what the other person was intending to communicate with you.
- Encouraging pupils to be proud of their school.
- Using assembly and PSHE activities to talk to the children about what positive learning behaviours look like and to discuss how to deal with certain situations.
- Encouraging pupils to be responsible for their own behaviour and goals and have a sense of collective responsibility.

## Consistency of approach

In implementing this Relationship and Behaviour policy, Higher Bebington Junior School acknowledges the need for consistency.

- Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour
- Consistent follow up: ensuring “certainty” at the classroom and Senior Leadership level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating
- Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent expectations: referencing and promoting appropriate behaviour
- Consistent respect from the adults: even in the face of disrespectful learners
- Consistent models of emotional control: emotional restraint that is modelled and not just taught, teachers as role models for learning
- Consistently reinforced rituals and routines for behaviour in classrooms, around the school and at the school reception
- Consistent environment code of conduct evident of our values.

*“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority.”* **Paul Dix**

## **Behaviour Management:**

Clear and consistent management and relationships both within the context of the classroom and outside the classroom are of paramount importance in establishing good practice of behaviour and discipline within the school. As children spend a lot of time within the classroom, it is essential that well organised and delivered lessons will seek to secure good standards of behaviour.

### **All staff every day will:**

- Meet and greet children at the classroom door.
- Refer to the school values (Ready, Respectful, and Safe) and the behaviours they expect to see. They will ensure this message is displayed in classrooms.
- Model positive behaviours and build relationships.
- Know their pupils as individuals. This means knowing their names, their personalities and interests and who their friends are.
- Have a calm, ordered learning environment.
- Plan and support lessons that engage, challenge and meet the needs of all learners.
- Use consistent language (positive framing) when speaking with children about their behaviours; for example, 'Well done, you have chosen to respect others by showing you are listening to them'.
- Model 'calm' when dealing with any child's negative behaviour; for example, 'You have chosen to stop \*\*\*\* from learning as you are talking when you shouldn't be –show me that you are listening now, thank you.
- Emphasise the positive, including praise for positive behaviour choices as well as successful work ethic.
- Use a visible recognition mechanism throughout every lesson (counting to 3 for movement across the school will be used across the school and a positive recognition board will be used in every classroom) – Appendix A.
- Be calm and "give take up time" to prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Record incidents on CPOMS, and inform parents where appropriate.
- Never ignore or walk past learners who are making / displaying poor behaviour choices (unless specifically asked to do so as part of a behaviour or educational plan).
- Recognise that for a small number of children behaviour may not be a choice but an expression of anxiety.

### **Senior Leaders will:**

Leaders are not necessarily expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to our learners.

- Meet and greet learners at the beginning of the day.
- Be a visible presence to encourage appropriate conduct especially at transition times.
- Support staff in returning learners to learning by sitting in a reparation meeting and supporting staff in conversations.

- Support staff in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Encourage use of positive phone calls and praise postcards
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.

**Pupils will:**

- Be Ready
- Be Respectful
- Be Safe

**Parents / Carers will:**

- Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education.
- Foster good relationships with the school and support the school in the implementation of this policy.
- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.

Where children demonstrate more distressing behaviours, which lie outside the scope of the general Behaviour and Relationships Policy, there will be additional monitoring and support put in place. This might be from the school itself or from outside agencies. SLT and the Mental Health Team will be available to work with the class teachers to support this.

## Recognition

Rewards are more effective than consequences in motivating pupils. By praising and rewarding positive behaviour, others will be encouraged to act similarly. Praise begins with frequent use of encouraging language and gestures, so that positive behaviour is instantly recognised and positively rewarded. Rewards will be applied fairly and consistently. Praise and rewards may be for an individual pupil, class, year group or whole school. Striking the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour is important.

### Recognition and rewards for effort:

- Belonging to a **'House'**. Every child and member of staff is allocated a house team, either: St Andrew, St David, St George or St Patrick. Where children have siblings, they are placed in the same House. Children are awarded 'House Points' for demonstrating being **Ready, Respectful and Safe**, either in their work or through their general behaviour. House Points are awarded on a tier system, 3 being the highest. House Points are collated weekly and a winning team announced.
- **Weekly Merit Certificate** – Two children from each class are awarded the Weekly Merit Certificate. They will have demonstrated a particularly high level of achievement, effort, attitude or behaviour.
- **Lunchtime Awards** – Every week the Play Team will nominate one class for, 'The Golden Welly Award. This is for the class who have shown Ready, Respectful and Safe outside and followed the Play Charter rules. The class will be presented with the 'Golden Welly' to keep in their classrooms and awarded a 15 minutes extra playtime.
- **Character Award** – One child from each year group is chosen weekly. This award focuses on our BLP (Building Learning Powers). These children are presented with a certificate and a suitcase! Inside the suitcase is a reading book, reading journal, chocolate bar and hot chocolate. To further promote reading the children are encouraged to relax at home with their hot chocolate and chocolate bar and enjoy the book in the suitcase. They can record what they have done and read in the journal.
- **Recognition Boards**-Each class will have a Recognition Board. The teacher will write at the top of the board the behaviour they are focusing on. Examples could include "one voice" for classes who constantly talk over each other, "speak politely" to emphasise manners or "hands and feet to yourself", for those who give them to others too freely. The focus can also relate to learning behaviours, "accurate peer feedback", "persuasive language" or "show working". When the teacher sees children demonstrating the behaviour well, they will write or move their name on the board. The recognition board 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. At the end of the lesson / session/ day (depending on context) the aim is for everyone to have their name on the board.

### Nine ways to sharpen use of recognition boards – Paul Dix

1. Target your recognition board at learning attitudes not just functional behaviours. Make sure that the behaviour you choose raises the expectation for the children and is not “simply something they can already do well.”
2. Names go on the board to recognise pupils who are demonstrating the desired learning attitude.
3. Names are never removed from the board. Learners who disrupt are dealt with privately. Once a name is on the recognition board for good conduct it cannot come off for poor conduct.
4. Learners can nominate others to be put on the board. Try stopping an activity after 15mins and ask them to write up 2 names of other children who have been consistently demonstrating the desired behaviour.
5. Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone get their name on the board.
6. Recognition boards need to be refreshed regularly; daily or weekly depending on the age of children and context in which you are working.
7. Pupils are recognised for effort not achievement.
8. When everyone’s name is on the board a collective “whoop” is appropriate.
9. Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours.



## Getting the Basics Right – Ensuring visible consistency

These simple consistencies are key to the success of the policy and need to be adhered to by all staff

At the start of the day	Children should be welcomed into school and into the classroom. This includes the SLT being visible on the gate and staff standing at their classroom door.
On arrival	Children walk calmly straight into the classroom, put belongings away and start early morning activity.
Playtimes / end of lunch time	Teachers need to be out promptly at the end of playtimes/ lunchtimes and be proactive in ensuring children are ready to go into class.
Transition	Children are expected to walk calmly and silently in the corridors. This needs to be modelled and challenged by all staff.
Lunchtimes	Children eat calmly and without raising their voices. Sensible walking around the dining room / classroom. Children ensure they have cleared their space when they have finished eating. All staff are proactive in responding to incidents.
End of the day	Once the children have their belongings, they are walked to their exit where they can be dismissed calmly.  Adults say goodbye to children.

## Our Restorative Approach: Practical steps in managing and modifying poor behaviour

- Engaging with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Every minute a learner is out of a lesson is one where they are not learning.
- Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff should always and consistently in every lesson be praising the behaviour they want to see.
- Learners are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating.
- Staff will use the steps in behaviour for dealing with poor conduct and wrong choices. All learners must be given **“take up time”** in between steps.
- It is not possible to leap or accelerate steps for repeated low-level disruption.

- Restorative approaches can change the emotional atmosphere in a school and lead to more positive relationships between pupils and between pupils and staff.
- Our current restorative approach may include having a ‘restorative conversation’. These conversations may happen during the school day and use restorative language and questions to allow children to understand the impact of their behaviours.
- More serious incidents may require a formal meeting and involve parents or families where appropriate.
- Incidents that are seen to be examples of bullying behaviour are dealt with under our anti-bullying policy.

<b>Consequences</b>	
<b>Behaviour</b>	<b>Approach</b>
<p><b>Step 1 <i>Gentle reminder /Redirection</i></b></p> <p>Poor choice is made.</p>	<p>Positive reinforcement of other children around them ‘Thank you X for sitting so beautifully’.</p> <p>A visual cue to the child that you want them to make a good choice- this could include;</p> <ul style="list-style-type: none"> <li>• a ‘look’</li> <li>• a visual point to what you expect.</li> </ul> <p>A gentle reminder of the Ready, Respectful and Safe rules. Try to do this privately where possible. Identify the rule the child has broken. Remind the child of a time they were behaving how you would like them to. Finally, ensure they have understood what you have said. Make clear that if the behaviour continues, they will receive a warning. The learner has a choice to do the right thing (give take up time). Praise them where they positively change their behaviour acknowledging the positive change.</p> <p>De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.</p>
<p><b>Step 2 <i>Warning</i></b></p> <p>Child repeats poor choice</p>	<p>A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.</p> <p>The learner has a choice to do the right thing. Refer to previous examples of good behaviour and remind them of their previous good conduct to show that they can make good choices.</p> <p>Use scripted approaches at this stage. (See appendix.)</p>
<p><b>Step 3 <i>Consequence</i></b></p> <p>Child continues to make poor choice</p>	<p>If the behaviour persists the learner is asked to speak to the teacher away from others. Boundaries are reset- the learner will be informed that they will have to miss some time from the next break/lunch time. This will be spent with the staff member who gave the sanction for a private restorative conversation.</p> <p>Learner is asked to reflect on the next step- again they are reminded of their previous positive conduct/attitude to learning. Learner is given the final opportunity to engage with learning/follow</p>

	<p>instructions. At this point, if necessary, to cool down/deescalate a situation, the learner can go to a quiet space to reflect on their behaviour (e.g. just outside the classroom, another classroom)</p> <p>Offer a positive choice to do so and refer to previous examples of good behaviour. Record their poor behaviour choice/s on CPOMS and assign to anyone who might need to be aware of what has happened.</p> <p>For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the play/lunch break. Examples of questions include:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were your thoughts at the time?</li> <li>• What have been your thoughts since?</li> <li>• Who has been affected by what happened?</li> <li>• How have they been affected?</li> <li>• What do you/we need to happen now?</li> </ul> <p><b><i>Communication with parent/carer</i></b>  <i>If a child receives 3 in a week or one serious breach the class teacher must have a verbal conversation with parents/carer about these choices and how they can work with the class teacher to help.</i></p>
<p><b>Step 4a Reflect and Reset Time- ‘Time to think’</b>  As above if the child and time to resolve the situation teacher need.</p>	<p>If the behaviour escalates / child refuses to move to a quieter space, then a member of SLT is called.</p> <p>A learner refuses to take time out, then a learner will be asked to leave the room and go to another class. If necessary the learner may need to work outside their teaching area with a member of SLT or another agreed adult.</p> <p>This allows the learner and the class teacher time to reflect on what has happened and what steps could be taken or adjusted to resolve the situation before reset.</p> <p>Whenever an adult is called, staff are to log incident on CPOMS – under behaviour category.</p> <p>Adults who dealt with the initial stages of behaviour will start the log. SLT will need to log any actions taken.</p>
<p><b>Step 4b Reflect and Reset Time- ‘Time to think’ following unacceptable behaviours</b></p>	<p>Reflect and reset time may also be given following a serious behaviour incident where a suspension is not yet appropriate but time to think and reflect is required.</p>

	No warnings will be given for this consequence. Depending on the severity of the behaviours shown, there may be reflect and reset time of a suspension (see Step 6)
<b>Step 5 A formal meeting with SLT and parents/carers</b> Any act of deliberate, physical or verbal violence or continuing to make poor choices.	A meeting with SLT and parents/carers. This would usually happen after a Step 4 incident or several smaller incidents.  Children can be placed on an IBP. This will inform children, teachers and parents of how best to support the children with their behaviour and will involve input from all parties.
<b>Step 6 Suspension or permanent exclusion.</b> A serious breach of any of the above	A serious breach of the above may lead to a suspension or permanent exclusion. Please see the separate 'Suspension and Exclusion Policy'.
<b>OPAL</b>	
<b>Step 1 Gentle Reminder</b> <b>Poor choice is made.</b>	A gentle reminder of the Play Charter rules. Try to do this privately where possible. Identify the rule the child has broken-link this specifically to the OPAL charter. Remind the child of a time they were behaving how you would like them to. Finally, ensure they have understood and make clear that if the behaviour continues, they will receive a warning.
<b>Step 2 Warning</b> <b>Child repeats poor choice</b>	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Refer to previous examples of good behaviour.
<b>Step 3</b> <b>Consequence</b>	Children who are not being Ready, Respectful or Safe or following our play charter will have a five/ten minute time out with one of the play team. They will use this time to have a restorative conversation (using the restorative questions) before returning to play.
<b>Step 4</b> <b>Consequence</b> <b>Child continues to make poor choice</b>	Children who continue to display unsafe or anti-social behaviour (3 times in a week) will be asked to go inside. The Play Team will discuss with class teacher, who will decide on the next course of action. This might be some time away from play if they are unable to keep themselves and others safe.
<b>Step 5</b>	If a child continue not to follow the Play Charter, follow step 4 from the behaviour steps in the policy. (This will be the responsibility of either the class teacher or SLT.)

## **Individual Behaviour Plan**

If behaviour is consistently poor as shown by CPOMS logs or becomes a cause for concern, an Individual Behaviour Plan will be written for the child. Parents will be informed at this stage and invited in to work with the school. If necessary a formal meeting will take place and members of SLT may be present. Behaviour towards agreed targets will be done discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

## **Reflect and Reset**

This is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for a suspension or permanent exclusion. Reflect and Reset time is when a pupil is removed from the rest of the class/school and must work away from their class for a fixed amount of time. The aim is for this to be the shortest amount of time possible, whilst additional support measures are put into place to avoid further actions being taken, to reflect and look forward. This time will take place in either a different classroom in the school, where a designated space will be provided for the child or a separate work area outside the classroom with the support of an adult. During this time every measure will be taken to provide support and specific interventions for the child's needs.

## **Suspension and Permanent Exclusion**

We recognise that there may be rare occasions when a pupil's behaviour is such that their exclusion from school is the only course of action appropriate. The Headteacher keeps records of all reported serious incidents of misbehaviour. The Headteacher, or in her absence, the Deputy Headteacher has the responsibility for issuing a suspension to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are only taken after the Chair of Governors has been notified. Please see the separate 'Suspension and Exclusion Policy' for more detailed information.

## **Equality Act 2010**

The school's legal duties under the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students will be adhered to. Higher Bebington Junior School will not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. The Equality Act makes it unlawful for the responsible body of our school to discriminate against, harass or victimise a pupil or potential pupil in the way it provides education for its children or how it deals with negative behaviour.

## **Sexual abuse and harassment**

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse 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. Disciplinary sanctions 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.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

## **Positive Handling**

Positive Handling and Reasonable force: Higher Bebington Junior School makes use of the DfE guidance: Use of reasonable force in schools (2013)

Any force used should always be the minimum needed to achieve the desired result. Key staff at Higher Bebington Junior School have had the appropriate training to use positive handling, force and restraint appropriately and safely and are certified to use this approach at Level 1, although we would only resort to this in extreme circumstances where a child or adult is in danger. All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept on CPOMS. Parents will be informed of any incident where force or restraint has been used on their child.

## **Procedure in the event of a child running away from an adult**

If children run out of class or the building and do not respond to requests to return, parents will be called and asked to come to school. Staff will not chase children as this may cause them to run into further danger, but will observe from a distance and keep in contact with the school via mobile phones.

If a child leaves the school site the police will be contacted for the safety and well-being of the pupil.

## **Supporting behaviour at lunchtimes**

As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. To foster good relationships, support staff will consistently 'catch children being good' and share this with them. The Play Team will work together to identify classes that are consistently showing good behaviour for 'The Golden Welly Award' which will be included in the celebration assembly.

Behaviour incidents should be managed at lunch time in line with the policy. Children who are displaying 'silly behaviours' should be spoken to first and given a warning. If this continues, they should be given a short time out and asked to stand near the adult during the consequence. Serious incidents of unacceptable behaviours should be addressed by staff and referred to the Senior Leader on duty.

## **Pupils' conduct outside the school gates**

Although the children are the responsibility of their parents/carers on the way to and from school, we will apply the school's behaviour procedures, when incidents occur at these times. This encourages in the children a sense of responsibility beyond the school gates. This may include times when children are:

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

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

## **The power to discipline beyond the school gate**

Whether to discipline children regarding behaviour outside the school gates is at the Headteacher's discretion (or at the discretion of staff authorised by the Headteacher) in conjunction with DfE guidance.

The Governing Body strongly believes that for pupils of primary school age it is their parents' responsibility to ensure that they are well-behaved outside school hours and in particular on their way to and from school.

## **Expectations for managing behaviour of pupils with SEND:**

For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling

anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage.

All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the ISP/IBP. Teachers need to use ISPs to understand what works and what doesn't work for that child. Behaviour scripts and systems can be adapted to suit the needs of individual pupils.

If a child does not respond to policy systems, evaluate why and what would work better for that child.

Their individual plan and adapted expectations for behaviour should be on their ISP/IBP which will be monitored by the SENCO. A children's triggers for negative behaviour need to be on their ISP/IBP so that everyone can be aware of these.

Teachers who are preparing their classes to be covered by someone else must ensure ISPs and adapted approaches are left out and/or communicated with covering teachers / adults so the approach to managing their behaviour is always consistent. Teachers will need to be particularly aware when leaving a child with attachment needs or who have previously suffered trauma.

Behaviours that children with SEND that might exhibit to try and communicate with you:

- work avoidance- this might be because they have not understood instructions or require reassurance that they are doing the right thing.
- focussing their attention on the adults- following and asking repeated questions- this might be for more reassurance that they doing the right thing or that they are liked.
- calling out- this might be so they feel noticed and to also feel reassured

## **The role of the SENCO and Mental Health Lead**

The *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.

The *SENCO* is responsible for:

- Collaborating with the governing board and Headteacher, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH 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.

## **Transition**

All records relating to a child's behaviour should be passed on to the new teacher at the end of the academic school year. These should be accompanied with a verbal description of how the child presents and any strategies that have proved fruitful in supporting them.

In Year 6 the class teacher and SENCO will organise a full transition/induction programme with the receiving school, according to the child's needs.

## **Parent concerns**

If a parent is not satisfied with the manner in which their child has been sanctioned, then they should take the following action:

- Contact the child's teacher – either via email or call the school office
- Arrange an appointment with the teacher
- Arrange an appointment to see the Headteacher or Deputy Headteacher.

If, after talking with teachers and/or the Headteacher, parents are still not satisfied then they should follow the steps outlined in the schools Complaints Policy.

## **Accountability**

It is the responsibility of the Headteacher to:

- Provide a framework for consistent behaviour monitoring in school.
- Ensure that all staff are following the policy and review the policy accordingly.
- Issue suspensions and/or permanent exclusions to individual pupils.

## **Governors**

The governing body has the responsibility of setting down this policy and establishing overall aims on standards of discipline and behaviour, and of reviewing the effectiveness of this policy. The governors support the Head Teacher in implementing this policy. The Headteacher has day-to-day responsibility to implement the school relationship and behaviour policy, but must keep governors updated.

## **Is the policy working?**

With all of the above reward systems we need to constantly evaluate:

- Is this policy manageable to implement ensuring consistency across the whole school?
- Are the procedures and strategies having an impact on individuals/classes where pupils are taking responsibility for their own behaviour?

- Are pupils developing the behaviours for learning?
- Does the policy ensure the involvement of all adults, pupils and parents thus developing a safe and emotionally literate environment?
- Do routines and approaches to behaviour need to be adapted to suit particular needs of children (including children with SEND)?
- Do children actively use their school Values to make positive choices rather than just use them to reflect on behaviours after negative choices?

As a result, this policy is reviewed as and when required but at least annually.

## **Appendix 1 Restorative Practice at Higher Bebington Junior School**

### **Definition**

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

### **Restorative Practices in Schools is about:**

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

### **Why use a restorative approach?**

- Punishment doesn't meet the needs of those who have suffered as a result of an individual's poor behaviour choices
- May be kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive, or lead to further poor behaviour choices
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but continue to face difficulties in the wider community

### **Appendix A - Examples of Scripts**

Privately where possible, calm approach, use child's name, child level, eye contact, deliver, message then move away to give take up time.

#### **Reminder:**

I noticed you chose to.... (noticed behaviour).

This is a reminder that we need to be (value that matches desired behaviour) You now have the chance to make a better choice.

Thank you for listening

#### **Warning:**

I noticed you chose to..... (noticed behaviour)

This is the \_\_\_ time I have spoken to you.

If you choose to break the rules again you will move to the table at the back/outside. This will also mean you will miss some of your playtime.

(learner's name), do you remember when (model of previous good behaviour)? That is the behaviour I expect from you.

Think carefully, I know that you can make good choices. Thank you for listening.

**Consequence/ calming time:**

I noticed you are still choosing to \_\_\_\_\_ (noticed behaviour)

You need to go to sit at the table at the back/ to \_\_\_\_\_ class and I will come and speak to you in three minutes.

\*If necessary, call the office to request support of pastoral leader / SLT.

**Restorative Questions 1**

To respond to challenging behaviour:

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?
6. What do you think you need to do to make things right?

**Restorative Questions 2**

To help those harmed by others' actions:

1. What did you think when you realised what had happened?
2. What have your thoughts been since?
3. How has this affected you and others?
4. What had been the hardest thing for you?
5. What do you need to do to make things right?
- 6.

**Additional Restorative Questions**

1. What was unusual about today's lesson?
2. Why do you think things went wrong?
3. What would make it easier for us to work together?
4. What would make the next lesson go really well?
5. Where do we go from here?
6. Who could help us with the next steps?
7. If you had the lesson again, what would you change?

## 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
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy