



# Higher Bebington Junior School

# Behaviour and

# Relationships Policy

**‘Together We Achieve’**

<b>Ratified by the Governing Body</b>	March 2023
<b>Next review due by</b>	September 2023

## **Rationale:**

*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.

## **Approach-The Key Principles of Practice**

Staff and children at Higher Bebington Junior School have worked collaboratively to establish a set of rules and principles that will underpin the expectations of behaviour in school and on school premises with a view to continuing these values outside into the community.

Staff have received training to support the understanding of key attachment aware principles such as:

- attunement and empathetic listening
- emotion coaching to support co-regulation and help children understand their feelings and emotions. An essential part of our practice is to give very clear direction of what is and what is not expected, and to re-enforce by rewarding appropriate pupil behaviour.

Negative and unacceptable pupil behaviour in the classroom is initially the responsibility of the class teacher and support staff, since it may result due to a variety of reasons such as; learning difficulties, teaching style, inappropriate resources, external home factors, or pupil grouping in class. These factors will be explored to identify triggers and advice from more experienced staff or external professionals may be sought. There is a professional obligation upon teachers to examine their preparation of a lesson, classroom organisation and environment, and classroom performance in order to ensure good behaviour.

Although behaviourist approaches can work for the majority of children and young people, they are not successful with all. This is especially true for those who have experienced Adverse Childhood Experiences (ACEs) – traumatic life experiences that occur before the age of 18. For children and young people who have experienced trauma and loss, including vulnerable groups such as looked after children (LAC), children at the edge of the care system, and previously looked after behaviourist approaches often serve to retraumatise them and do not teach them how to express their emotions in a more appropriate manner.

**Aims:**

Encouraging outstanding behaviour for learning in school:

- We teach and make clear our expectations for positive behaviour.
- We encourage children to work alongside three simple principles: Ready, Respectful, Safe.
- We encourage children to be ready to learn.
- We encourage children to be respectful of themselves, respectful of their peers, respectful of all staff, respectful of their school and respectful of the community.
- We encourage our children to be safe in the context of the classroom and outside
- We encourage children to take responsibility for their own actions and behaviour.
- We praise good behaviour both privately and publicly.
- We reward behaviour which is deemed 'Above and Beyond' in line with our whole school values.

**Encouraging Outstanding Behaviour for Learning in School:**

Pupils are taught the difference between acceptable and unacceptable behaviour. School rules are displayed in each class and are based around 3 simple rules -

We are:

- Ready
- Respectful
- Safe

**Behaviour Management:**

Good, clear and consistent management 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 within the framework of the school 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.

Bearing this in mind teachers should aim to:

- know their pupils as individuals: this means knowing their names, their personalities and interests and who their friends are
- always have a calm, ordered learning environment
- use consistent language (positive framing) when speaking with children about their behaviours; for example, 'Well done, you have chosen to respect others by showing respect'
- 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 – please listen.'
- emphasise the positive, including praise for good behaviour as well as good work

- make sure the children are able to articulate Ready Respectful and Safe and what it stands for
- make sure the children know the schools motto and values
- make sure classrooms are displaying Ready, Respectful and Safe
- greet each child each morning as they come into the classroom-both class teachers and SLT at the gate each morning
- recognise that for a small number of children behaviour may not be a choice but an expression of anxiety

Where children demonstrate more distressing behaviours which lie outside the scope of the general Behaviour Management Policy, there will be extra monitoring and support by way of ensuring rubber boundaries are put in place. Senior Leaders 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. The team with the most House Points at the end of each half term will receive a special play time.
- If children have the following they will be awarded a certificate (or badge), which will be written by the House Captains.

100 House Points	Bronze Certificate
200 House Points	Silver Certificate
300 House Points	Gold Certificate
500 House Points	Platinum Certificate and badge

- 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.
- Lunchtime Recognition Counters-the play team working outside at lunchtime are given counters to award to children on the playground or in the dining hall for positive behaviour. Counters are placed in year group’s wellies. House Captains count the counters weekly and the winning year group are then entitled to an additional 20 minutes playtime the following week.
- 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 Board-each class will have a designated board for recognising children who have shown the three rules. Ready, Respectful, Safe. When all children in the class have their names on the recognition board, children will earn an extra playtime, which should be taken as soon as is possible.

### Our Restorative Approach:

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.

Consequences	
Behaviour	Approach
<b>Step 1 Gentle Reminder</b>  Poor choice is made.	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.  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.
<b>Step 2 Warning</b> Child repeats poor choice	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. Use scripted approaches at this stage. (See appendix.)
<b>Step 3 Consequence</b> Child continues to make poor choice	If the warning is not heeded and the behaviour continues, the learner will be informed that they will have to miss some time (between 3-10 minutes) from the next break/lunch time. This will

	<p>be spent with the staff member who gave the sanction for a private restorative conversation.</p> <p>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>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.</p>
<p><b>Step 4 Communication with parent/carer</b></p> <p>If more than 3 poor choices have been made within a week.</p>	<p>If a child receives 3 in a week, 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.</p>
<p><b>Step 5 A formal meeting with SLT and parents/carers</b></p> <p>Any act of deliberate, physical or verbal violence or continuing to make poor choices.</p>	<p>A meeting with SLT and parents/carers.</p>
<p><b>Step 6 Reflect and Reset Time</b></p> <p>As above if the child and teacher need time to resolve the situation.</p>	<p>The pupil is removed from the rest of the class and must work away from their class for a fixed amount of time. This will be in a different classroom or alternative space with supervision of an adult. This allows the child 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><b>Step 7 Suspension or permanent exclusion.</b></p> <p>A serious breach of any of the above</p>	<p>A serious breach of the above may lead to a suspension or permanent exclusion. Please see the separate 'Suspension and Exclusion Policy'.</p>
<b>OPAL</b>	
<p><b>Step 1 Gentle Reminder</b></p> <p><i>Poor choice is made.</i></p>	<p>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</p>

	have understood and make clear that if the behaviour continues, they will receive a warning.
<b>Step 2 Warning</b> <i>Child repeats poor choice</i>	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 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.)

## 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 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 should be adhered to. As a school, Higher Bebington

Junior School cannot 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.

### **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, with parent/carer permission, 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.

### **Children with Special Educational Needs**

Behaviour is a learned process and all children are at different stages in that process. Therefore, our behaviour system is differentiated to meet the needs of the individual children at the school. We aim to deter all children from behaving inappropriately and we believe that we achieve this aim very effectively. However, we realise that there are some children for whom specific behaviour strategies need to be employed. Children who exhibit behavioural problems may need to have a behavioural management programme put in place - an Individual Behaviour Plan (IBP). For some children it may be necessary to place them on the SEND list for social, emotional and mental health issues. Where necessary we will liaise with outside agencies such as CAHMs.

### **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 process with the receiving school, according to the child's needs.

## **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 needs of those who suffered
- 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
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

### **The Central Idea:**

‘... individuals are most likely to trust and cooperate freely with systems – whether they themselves win or lose by those systems – when fair process is observed.’

### **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?

### **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?

### **Why No ‘Why?’ Questions?**

‘Why?’

- implies: ‘I have already judged you and found you lacking – I know what I think you should(n’t) have done.’

- is a question young people often can't answer – just as they often act with no awareness of possible consequences.

## The Compass of Shame



