

## Craneswater Junior School



### **Ready, Respectful, Safe**

#### **Behaviour and relationship policy**

##### **Aims**

The aims of this policy are that all pupils, parents and staff are aware of their responsibilities at Craneswater Junior School with regard to behaviour, conduct and relationships. The school values, understood by all, are to be Ready, Respectful and Safe.

##### **Ethos**

At Craneswater Junior School, we believe that genuine connections between our staff and our pupils are the fundamental foundation of positive behaviours for learning and will allow staff to set the highest of expectations of pupils. We will actively teach pupils a range of fundamental skills across the curriculum in order to promote our key values of Ready, Respectful and Safe. For many pupils, a calm and purposeful learning environment is created through clear routines and high expectations of teaching and learning. To support this ethos, when children demonstrate the school values, we will recognise this frequently and publically.

We recognise that some behaviours can stem from an unmet need that the child does not yet have the skills to express appropriately. In this instance, we will do our utmost to identify this need and develop an appropriate individual approach.

##### **Whole School Values**

It is our expectation that every pupil is:

Ready	Respectful	Safe
Ready to learn Ready to achieve my potential Ready to make mistakes and learn from them Ready to learn independently Ready to learn with others Ready for the next phase of education	Respectful of the rights for student to learn Respectful of the right for teachers to teach Respectful of differences Respectful of the school environment Respectful of the school community	Safe to be me Safe in my environment Safe in my community Safe with equipment Safe online Respectful of the safety of others

##### **Promoting Positive Behaviour**

A key element of this policy is to set high expectations of pupils through building positive relationships and establishing clear routines. To support this, all adults should view themselves as role models for pupils and therefore should explicitly demonstrate the behaviours they would like pupils to emulate. To support this, we have a range of opportunities to explicitly promote positive behaviour:

- Fantastic walking
- Fantastic talking
- Meet and Greet
- Reflect and Send

In addition to this each class will set their own expectations of routines for example: a way of getting children ready to listen, distributing equipment, use of water bottles etc.

Additionally staff will use a variety of techniques such as:

- Recognising children who are on task being explicit about the required behaviour
- Discreet eye contact, proximity or gestures
- Limiting the language when giving instructions and allowing thinking time (giving children choice and time to think)
- Discreet conversations which may uncover the reasons behind a child's behaviour
- Use of aspects from training such as PACE, collaborative problem solving, relational and restorative practice

### **Expected and unexpected behaviours**

In order to have a consistent and simple way of understanding behaviours we categorise them into expected and unexpected. Expected behaviours are those that demonstrate the school values and enable positive learning. Unexpected behaviours are those that don't. Pupils need to develop an understanding that all behaviours have consequences.

### **Consequences of expected behaviours (See Appendix 1. for details)**

In order to become life-long learners, it is important that pupils develop their intrinsic motivation and desire to do their best. The curriculum is designed to teach this and our recognition system is designed so that pupils can identify positive learning behaviours in themselves and others. Recognition systems are embedded within the routines of the day and include:

- Praise
- Recognition Board
- Learning Points and certificates awarded in assemblies
- Postcards
- Learning Behaviour Ladder
- Telephone call to parents
- Visits to the Headteacher
- Stickers
- Public display of work

### **Consequences of unexpected behaviours (see also appendix 2)**

At Craneswater, a consistent approach to unexpected behaviours is established through our belief that consequences are always based on the context of the situation, knowledge of the child and their specific needs. This means that consequences are logical and proportionate for the individual.

The school may use one or more of the following consequences in response to unexpected behaviour:

- A verbal reprimand
- Expecting work to be completed at break or lunchtime
- Telephone calls to parents
- Monitoring and check-in systems
- Referring the pupil to a senior member of staff or the pastoral team
- Suspension from school

- Exclusion from school

### **Reporting, recording and monitoring**

In order for behaviour to be monitored and to ensure appropriate actions are taken it is important that we record incidents (see appendix 3 for details). This will enable us to identify any individual, class or whole school trends and allow governors to gain an overview.

### **Additional Provision**

Some children may need a range of proactive strategies to support them. The focus of these strategies will be to identify the causes of the behaviour displayed and provide appropriate individual support. These include:

- Restorative meetings
- Assistance in lessons
- Personalised curriculum
- ELSA support
- Guidance and support from external agencies

### **Break and Lunchtimes**

It is our expectation that children follow the values of Ready, Respectful and Safe at all points of the school day. In order to assist this staff will:

- Model the use of playground equipment
- Teach the children specific games to play
- Train up older children to be playground leaders
- Where necessary use curriculum time to address the needs of a class
- Communicate expected and unexpected behaviours to each other
- Communicate any changing needs of pupils

### **Physical restraint**

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Hurting themselves or others
- Damaging property

Incidents of physical restraint will:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents.

### **Legislation and statutory requirements**

Craneswater Junior School acknowledges its legal duties under the equality act 2010, and in terms of safeguarding and supporting students with special educational needs. It also recognises that teaching staff have the power to search, without consent, for prohibited items. This policy is based on advice from the Department of Education on:

- [Equality Act 2010](#)
- [Use of reasonable force in schools](#)

- [Behaviour in schools guidance sept 22.](#)
- [SEND Code of Practice](#)

- Bullying – see anti-bullying policy.
- Racist, sexist, homophobic or prejudicial remarks or behaviour. (Follow school guidelines and always complete a prejudicial behaviour form) See appendix 3

## **Appendix 1. Recognition**

### **A. Learning Points**

Learning points can be earned for a positive attitude towards learning and/or demonstrating being ready, Respectful, Safe. The award system runs over the academic year; it starts afresh each September. The points are collected and recorded on the class “Dojo” system. The class teacher is responsible for letting the office know when a child has achieved the number of points for a certificate. Children earn certificates for these points on a graduated colour scheme:

75 points	= Bronze Certificate
200 points	= Silver Certificate
400 points	= Gold Certificate
600 points	= Diamond Certificate

The achievement of earning a certificate will be recognised through its presentation at a school assembly.

- Class teachers will also have a whole class reward system using the Class Dojo system for recording. Points will be awarded when the class has worked well together; therefore, encouraging collaboration. A class target will be set which will be used to indicate when the class has earned a whole class reward. The class can choose approximately 1 hour of an agreed “special event”. This time can be used for any work the class particularly enjoys. This could be PE, Art, Technology etc.
- Recognition Board
- Postcards (see below)
- Learning Behaviour Ladder (see below)
- Telephone call to parents
- Visits to the Headteacher
- Stickers
- Public display of work

**Postcards** may be posted to directly to children. These may be for any reason and have produced a very positive response from both pupils and parents.

Some class teachers may give a group reward e.g. table point system, a ‘trophy’ awarded to the best table, etc. However, these should not replace Learning Points to ensure a unified reward policy.

**Learning Behaviour Ladder.** We wish to focus on recognise good learning behaviour and our main visual record of this is on our class learning ladders. Every child starts the day “ready to learn” which is our expectation of **all** children and is shown by the green values card. If a child shows exceptional effort or consistency of learning behaviour, they may be moved up a level. The levels also earn learning points each day: 1 for the first step, 2 for the second and 4 for the top step. A child regularly achieving the top level should receive a postcard at some point. The images on the learning ladders link to the Dojo characters.

## Recognition boards

Every class has a recognition board with the Craneswater Values (RRS) clearly displayed. At the start of the week there will be a focus which is explained to the children. This may be class based or whole school. It will enable all staff and children to recognise the focus behaviour. When a child has shown that behaviour their name is put on the board. This may be identified by staff or children, children can have their name put on the board multiple time and will form a key part of Reflect and Send at the end of the day. Names will only be removed when a new focus is chosen. For children who consistently go above and beyond a postcard will be sent home.

## Appendix 2

### Recognising expected behaviours

- Praise
- Recognition Board
- Learning Points and certificates awarded in assemblies
- Postcards
- Learning Behaviour Ladder
- Telephone call to parents
- Visits to the Headteacher
- Stickers
- Public display of work

### Dealing with unexpected behaviours

- A. There may be a one off event which can be dealt with through a clear and logical consequence which will be based on our principles of:
- Immediacy and certainty are more important than the weight of the consequence
  - A consistent approach is established through our belief that consequences are always based on the context of the situation, knowledge of the child and their specific needs
  - Consequences are proportionate for individuals
  - Conversations around behaviour are always based on ready, respectful, safe
  - Teachers are best placed to judge the right time for a conversation

This might look like (not an exhaustive list use your professional judgement based on the above principles):

- Brief conversation at break, lunchtime or at the end of the day in private.
- Time missed at break or lunch (supervised by the teacher)
- Certain activities are stopped for a short period
- A conversation with parents/carers
- Repair/ restorative conversation with teacher and child views shared. Reconnect positive relationship.

### B. Persistent behaviours

Principles.

- We will quickly look for opportunities to catch the child for doing the right thing
- To get the child learning again as soon as possible
- To allow others to get on with their learning
- Children will need take up time – they won't necessarily respond straight away
- Identify triggers and underlying reasons for behaviour – ask the child

This might look like the above strategies plus:

- Non-verbal strategies – the look
- Refocusing - gentle encouragement
- Offer change of seat
- Offer adult support -Redirection – give a small job
- Distraction- sensory bag etc.
- Change of face e.g. work with TA
- Sit in a quiet/ neutral space either in or outside the room for an agreed amount of time- agreed with child whether they take something or not e.g. Sensory bag, book, paper etc.

### C. Further support

#### Principles

- Sometimes additional support is needed due to the significance of behaviours seen and the practicalities of managing a classroom
- Teachers are usually best placed to identify the level of support needed
- Known adults are best placed as they have a relationship

This may look like:

1. Sitting with a child struggling to stay regulated and needs additional support to regulate.
  - Encouragement
  - Discussion
  - Agree when to revisit child
2. Additional support covers the class to allow the teacher to manage the situation
  - Distraction
  - Redirection
  - Agreement made of what will happen when back in class
  - Reset expectations
3. A change of scene is necessary to deescalate and support
  - Child removed for an agreed amount of time which is shared with the child
  - Discussion regarding the expected behaviours and any reasons for the behaviours at an appropriate time

### **Appendix 3.**

**Recording overview.** Forms saved in T:\STAFF ADMIN\Class folder forms unless mentioned otherwise

1. **Behaviour Incident Form.** For recording any significant unexpected behaviours or frequent low level behaviours. There will always be a degree of professional judgement about this. A copy to go to SLT folder and a copy saved in class folder. The SLT will review these periodically for individual or general patterns. However, if you feel that there is an action for SLT this will need to be discussed to ascertain exactly what that will be. There are new sections so there is a place to note what, if any, support is already in place and if there are any further actions.
2. **Ongoing behaviour record.** For recording multiple events. This could be persistent minor events or for a child with a support plan where we are keeping a more longitudinal record. This will be used to inform discussions with parents, support action planning, evaluating successes and recording strategies which have worked. Outcomes may be that it is a minor blip so no further actions, continuing to monitor, class strategies introduced/adapted, SEN meeting, production of a support plan.

3. **Support plan – IEP+.** This will be recorded as an IEP on **Edukey** though will have additional areas to discuss such as: Proactive social strategies, Reactive social strategies, Language to be used, Targets and Strategies to achieve targets. This will identify the skills which will need to be taught and who by so that all adults can see this. This can then be reviewed in the same way as any other IEP though may be done more frequently. MABS reports etc. can then be attached. It will then allow for support over time to be recorded and reviewed. We are not calling it a behaviour plan/IBP because SEND and behaviour are usually linked and will be pupils whose profile of need will be high in the SEMH area. The decision to create an IEP+ will be made in discussion with Sally Turner. We will be developing these for a number of pupils over the next term.
4. **Prejudicial behaviour. Racist/homophobic/sexist incidents.** Completed electronically. A copy saved in the electronic folder above along with any actions (can add actions and outcomes to form) Inform DJ by email. If any patterns are noticed within a class or across a year group inform DJ and then we can plan some specific teaching.
5. **Anti-bullying form.** Keep in class folder. Complete when investigation is done including when it has been shown not to be a bullying incident as we can then evidence this. Copy to SLT including what action has happened
6. **Meetings Logs** – These are for “significant” conversations and NOT every contact with a parent. Therefore there has to be some professional judgement. These are likely to need recording if there are :
  - Bullying concern, action and outcome
  - Concern re provision
  - Informing parent of a behavioural incident or concern (unless a longer term log is being kept where it can be noted that the parent was informed)
  - A significant event which the next teacher may find useful to be informed of eg parents separating
  - Can be a summary of a number of conversations over time
  - We may use this as part of a focus for transition

They are **NOT** for:

- Safeguarding concerns
- Behaviour incidents (though can be a record that you’ve had a conversation about behaviour with a parents)
- Every conversation you have with a parent – significant conversations only

#### **Appendix 4: written statement of behaviour principles**

This written statement of behaviour principles is reviewed and approved by the Curriculum Committee bi-annually alongside the behaviour management policy.

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions

