



Behaviour and Relationships Policy

Haddenham Community Junior School

This policy was adopted: 22.03.21
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CONTENTS

1. Our Vision
2. Our values
3. Expected standards of behaviour
4. School rules
5. Strategies to encourage good behaviour
6. Strategies for managing challenging behaviour
7. Rewards and Consequences
8. Exclusions
9. Monitoring, reviewing and evaluating incidents

1. Introduction

Our Vision and Values

The ethos at Haddenham Community Junior School has **values** at its core. We are committed to enabling all children to thrive emotionally, intellectually, physically, socially and spiritually. Our four core values: respect, resilience, empathy and reflection are the foundation stones to achieve this.

Our aim is that everyone at Haddenham Community Junior School will 'Dare to Fall and learn to fly'. To *fly* we expect the highest standards of behaviour and personal conduct - for these are at the very heart of productive learning.

2. Our values

“Values are principles that guide our thinking and behaviour.”

The Values based Education (VbE) work here at Haddenham Community Junior School, provides a framework for enabling our pupils to become thinking, self-responsible and caring citizens. VbE is a collaborative approach that encourages self-responsibility and positive relationships. Furthermore, it supports the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere.

At HCJS, adults model values and give time for reflective practices. We believe that this empowers individuals to be effective learners and good citizens.

See our website for further details:

https://www.haddenhamjun.co.uk/website/values_based_education/43820

3. Expected standards of behaviour (Written statement of behaviour principles)

Every pupil must understand that they have the right to feel safe, valued and respected, and learn free from the disruption of others.

We believe that the most effective way of achieving high standards of behaviour is to encourage and praise **positive** behaviour.

These are the underlying principles we wish to nurture throughout the school:

- A culture of exceptionally good behaviour: for learning and for life; Excellent behaviour is a minimum expectation for all.
- We work hard and try our best
- All members of the school community are treated with consideration and respect. We particularly value kindness, care, good humour, good temper and empathy for others
- All members of the school community value others and are polite and friendly
- We show respect for the culture and beliefs of others; All pupils, staff and visitors are free from any form of discrimination

- We show respect for the school environment and other people's property
- We promote self esteem and emotional wellbeing
- School staff help pupils take control over their behaviour and to take responsibility for their actions
- Staff and volunteers set an excellent example to pupils at all times. We recognise that all children have the right to feel secure and at HCJS, they are encouraged to talk and to be heard. We want our Children to know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive approach.

In addition to these principles which encourage positive behaviour, the following also apply at Haddenham Community Junior School:

- Rewards and consequences are consistently and fairly applied by all staff.
- This behaviour and relationships policy is understood by pupils and staff
- Our exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Families are involved in the discussion of behaviour incidents to foster good relationships between the school and pupils' home life
- The governing board emphasise that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board every 3 years.

4. School rules

All staff, children, governors and parents recognise that we have the right to learn in an orderly community in which effective learning can take place. As part of our commitment to this right, we have reviewed and simplified our school rules to enable all our children to embrace them. Our three 'Golden rules' rules are:

“Be READY, be RESPECTFUL & be SAFE”.

We believe our pupils can use these simple words to help them in school and to understand what excellent behaviour may look like when they are ready, respectful and safe.

Below is some exemplification of what this might be:

*We are **READY** to learn – We arrive at school on time. We have the correct uniform and PE kit. We have our equipment ready. We show that we are listening and our minds are ready to try our very best.*

*We are **RESPECTFUL** – We listen when others speak and we respect the property of our friends and the school. We respect that other people have different ideas, beliefs and backgrounds to our own. We respect that people may look different and have different*

needs but we all feel the same emotions. We respect the law and the rules of school and society.

We are **SAFE** – We move around school in a safe manner. We follow instructions to keep ourselves safe. We use equipment safely. We stay safe online and make safe choices in our community.

5. Positive behaviour management strategies to encourage good behaviour

Pupils should know that the school values them and their work. This will be achieved through the staff maintaining a consistent approach towards pupils' behaviour. All adults in the school will use positive language and model the behaviours we are trying to promote through our values when interacting with pupils.

Positive behaviour management may be defined as the strategies our school employs to promote a well ordered, purposeful school community. The principles that underpin these strategies (and this Policy) are as follows:

- All Behaviour is COMMUNICATION
- We **celebrate and reward** good behaviour
- We show an unconditional positive regard for all pupils
- Our School Values' are used and reinforced constantly, to model to children what good learning behaviours look like and to discuss how to deal with certain situations
- We uphold a no shouting policy
- We focus on choice: we refer to wise choices (which lead to good consequences) and choices which are poor (which lead to negative consequences).
- We demonstrate a high level of consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour
- We adopt a positive but assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly
- We use *reflection time* and *mindfulness* in class to create a positive climate for learning and to create more awareness of how to self-regulate
- We encourage pupils to be proud of their school
- We encourage pupils to be responsible for their own behaviour and goals and have a sense of collective responsibility
- We use a restorative practice approaches to support all of the above (see Appendix 2) The Reflections sheets in Appendix 2B are used to support this process.

6. Rewards and Sanctions (Consequences)

As set out in sections 3 and 5 of this policy, at Haddenham Community Junior School, we believe that the most effective way of achieving high standards of behaviour is to encourage, praise and celebrate **positive** behaviour - We have a full and comprehensive system of rewards including verbal praise and written feedback in lessons. We award *Class Dojo* points in all classes and year groups, They are given for a wide variety of reasons; from celebrating pupils showing our school values, to recognising good participation and contribution in lessons or producing high quality work. A full list of school rewards and ways we celebrate pupil achievement and behaviour is set out in appendix 1C. Although the emphasis is always on encouraging positive behaviour, we have a formalised system for

dealing with instances of disruptive and harmful behaviour. These consequences and sanctions are set out in appendix 1B. of this policy.

7. Strategies for managing challenging behaviour

Head Teacher, Deputy Head Teacher or SENDCO may issue a Head Teacher Behaviour Report for any child to improve their attitudes and/or behaviour. Any child on a Head Teacher Behaviour Report, reports daily to the Head Teacher or Deputy Head Teacher. A nominated member of the school's Senior Leadership Team (SLT) monitors and evaluates the impact of the Head Teacher Behaviour Report at the end of each week and may meet parents to review progress towards improvement. If a meeting is held it will be carried out according to the restorative practice principles set out in appendix 2 of this policy.

Serious or dangerous behaviour

Some serious *or dangerous* behaviour may require a greater or quicker level of action e.g. wilful damage to school property, racist/homophobic incidents and violence. On occasions such as this, a member of the school senior Leadership team or a member of the pastoral Team (SENDco / Pastoral lead) will be talked to as soon as possible. Serious incidents, including any racist or homophobic incidents, are not tolerated and may result in an exclusion. (See section 8). Such incidents will be recorded in the serious incidents file and reported to the school's governing board and Buckinghamshire Council.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Behaviours which may signify emotional and behavioural difficulties There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and poor temper management. Less obviously these include poor motivation, poor organisational skills and poor concentration.

The most important cause of behavioural difficulties – Limited Self-Esteem

The most important cause of behavioural difficulties in children is their limited self –esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8. Exclusions

For very serious negative behaviour, the head teacher will consider exclusion in line with the Buckinghamshire Council exclusion guidelines and our own Exclusion Policy. The Headteacher or Deputy Headteacher will ensure parents are informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the exclusion and positive steps forward. Before the child returns to school, a reintegration meeting will be held. Exclusion is always a very last resort.

9. Use of Force

At Haddenham Community Junior School we aim to provide an environment that is free to learn by keeping children and staff safe from harm. We have policies and procedures followed by all our staff to try and secure the best learning and development for our children. In order to further develop existing practice, we have decided to adopt the 'STEP ON' approach developed by Norfolk Council and adopted recently by Buckinghamshire as a whole school so that we are more able to fulfil our statutory duty of care to the children and to the staff. This will also allow us to respond to recent changes in government guidance on safeguarding practice that apply when physically moving or holding children. The STEP ON approach is based on de-escalation of scenarios before children reach crisis point. STEP UP is also being adopted here at Haddenham Community Junior School and is focussed on manual handling and restraint training. This is always as a last resort and is only used by trained individuals in order to keep children and others safe.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. 7

Haddenham Community Junior School staff will only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Examples of types of force:

- Passive physical contact resulting from standing between pupils or blocking a pupil's path
- Active physical contact such as: leading a pupil by the hand or arm or ushering a pupil away by placing a hand in the centre of the back

In rare and more extreme circumstances, appropriately trained staff may use permitted restrictive holds. Staff must have undergone training on pupil restraint methods before any use of restraint is employed. Authorisation to use force must be agreed with the Headteacher. This level of action is only taken if the child, or others in his/ her vicinity, is in immediate danger of harm. All uses of restraint are documented. The school has a Positive Handling Policy.

9. Monitoring, reviewing and evaluating behaviour incidents

All incidents of negative behaviour at Red card level and above are logged in our school Management information system (Arbor) Parents are informed as a matter of routine when this is the case. These logs are reviewed monthly by the Headteacher/ Deputy Headteacher and Pastoral Lead. When possible, Patterns are identified and investigated in order to be proactive in improving behaviour across the school. Numbers and categories of red cards, behaviour plans and exclusions are included in the Headteacher's report to Governors

10. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board every 3 years. At each review, the policy will be approved by the headteacher. The written statement of behaviour principles (appendix 1A) will be reviewed and approved by the full governing board every 3 years.

11. Links with other policies

This policy links to the following policies:

- Safeguarding policy
- Anti-bullying policy
- Positive handling policy
- Exclusion policy

The behaviour principles set out in this policy are summarised for all staff in Appendix 1A - **HCJS Behaviour blueprint**

Parents are asked to sign our **Home/School agreement** (Appendix 3) to indicate they are supportive of the aims, ethos and values of Haddenham Community Junior School.

Appendix 1A: HCJS Behaviour Blueprint

A template for restorative conversation and consistently applied sanctions.

Our Adult Behaviour

- Consistent approach to behaviour
- Calm
- Kind and nurturing
- Respectful and fair
- Good communication
- Solution finders
- Reward positive behaviour first
- Patient

To Be HCJS...

Our 3 Rules

Ready
Respectful
Safe

Our Core Values Message

A value is a principle that guide our thinking and behaviour.

The ethos at Haddenham Community Junior School has **values** at its core. We are committed to enabling all children to thrive emotionally, intellectually, physically, socially and spiritually. Our four core values: respect, resilience, empathy and reflection are the foundation stones to achieve this.

Our aim is that everyone at Haddenham Community Junior School will 'Dare to Fall and learn to fly'. To fly we expect the highest standards of behaviour and personal; conduct - for these are at the very heart of productive learning.

Our Microscript

'I noticed you are ...
It was the rule about ...
You have chosen to ...
Do you remember last week when you ...
This is who I need to see today ...
Thank you for listening.

Our Restorative Conversation Questions

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has this affected and how?
6. What should we do to put things right?
7. How can we do things differently in the future?

Our Stepped consequences

Steps	Actions
1 Reminder	A reminder of the 3 simple rules (ready, respectful, safe) delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2 Caution	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.'
3 Last Chance	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.'
4 Time Out	Time out might be a short time outside the room, on the thinking spot or at the side of the field of play. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
5 Repair	This might be a quick chat at break time in the playground, or a more formal meeting

Appendix 1B - Stepped consequences

Steps	Actions
Reminder	A reminder of the 3 simple rules (ready, respectful, safe) delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
Caution	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.'
Last Chance	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.'
Time Out	Time out might be a short time outside the room, on the thinking spot, Sensory room or at the side of the field of play. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. A RED CARD can be awarded at this level or higher. It will be logged in Arbor via a Red Card form or Behaviour incident form (Appendix 4).
Repair	This might be a quick chat at break time in the playground, or a more formal meeting
Once stepped sanctions have been followed, if persistent behaviour continues, the following steps will be made.	
Phone Call Home	Second internal exclusion (period of time to be spent in an area away from other children (child to be supervised by a member of staff). Parents must be informed by the class teacher
Behaviour Support Plan (BSP)	The system helps the individual child to set realistic targets for his/herself, and helps them to monitor and record their own progress. This programme is supported by Teaching Assistants and Lunchtime Supervisors as appropriate. Through discussion and comparison of behaviours with the class teacher and parents/carers, the child learns to reflect more appropriately on his / her own achievements and misbehaviour. If a teacher or Phase Leader feels an individual child requires a 'Personal Target Sheet', they need to discuss their concerns with the SENCo and Headteacher. This will then be discussed with the child and his/her parents by class teacher. If it is agreed that the child begins a Personal Target Sheet, the class teacher and parents will need to ensure a high commitment to regular monitoring if it is to be successful.
Pastoral Support Plan (PSP)	The PSP will be developed to help individual pupils manage their behaviour. The PSP will have the following common elements: Is School based Have a nominated member of staff as overseer Be automatic for pupils with several fixed term exclusions Be automatic for pupils at risk of failure or disaffection Will not be used to replace the SEN assessment record Will have involved other agencies where appropriate The programme should be time limited and identify short-term targets The PSP will be reviewed at a formal meeting every two weeks with parent, HT, SENCo and class teacher Selective Exclusion (i.e. off Premises during Lunchtime).
Head Teacher Behaviour Report	A final stage of monitoring before referral to an outside agency (eg - Pathways PRU) , or exclusion (see below). Any child on a Head Teacher Behaviour Report, reports daily to the Head Teacher or Deputy Head Teacher. A nominated member of the school's Senior Leadership Team (SLT) monitors

	and evaluates the impact of the Head Teacher Behaviour Report at the end of each week and may meet parents to review progress towards improvement.
Exclusion	Exclusion is seen as a last resort, after all other attempts to modify behaviour have failed. Exclusion serves several purposes, including: To act as a punishment and reinforce, in the mind of the child, the seriousness of the behaviour To maintain high standards of behaviour in school To secure the well-being and entitlement of other children and staff in school If the Headteacher decides to exclude a child, the parents will be informed as soon as possible and issued with a letter giving details of the incident and setting out their legal rights regarding exclusion. Appropriate work will be set by the class teacher. Examples of behaviour likely to lead to exclusion: Direct verbal or physical aggression / disruption / abuse towards a member of staff/child. County to be informed

Appendix 1C - Positive praise and Rewards

Children respond well to praise, encouragement and constructive criticism. Practices which recognise their strengths and difficulties and which also recognise when pupils have achieved what has been asked of them are desirable. The following rewards are considered good practice in the school:

- Verbal praise
- Award of *dojo points*
- Recognition board comments
- Written comments on work
- Stars, stickers, smiley badge
- Teachers also of praise pads where a note is sent home for exceptional circumstances.
- Reward chart for specific behaviour
- Positions of responsibility given to the children
- Displays of children's work
- Referral of good work to the Head teacher – sticker given or in certain circumstances the 'Head Teacher' award certificate.
- Award of 'Learner of the Week' Certificate in Achievement Assemblies
- Special mentions and showing work in Achievement Assemblies
- Communication with parents through conversations or letters.
- Individual class 'table points system' :Children are able to gain points for tidying up, collective effort, or being helpful around the classroom.
- 'values' awards on special occasions. These are when a child has achieved something exceptional in the local community, gone over and above on something in school or has made a positive contribution in some way. These are generally peer group nominated.

Appendix 2A - Restorative Practice/Justice and Microscripts

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.

'In a rules-led system, the tendency is for the teacher to tell the child what they've done wrong, and how they're going to pay for it – for example, by sending them out of the classroom if they're disrupting the lesson.'

'The problem with this system is that children don't learn about the responsibility they had in that situation and how it affected other people, because an adult has intervened and told them what they've done wrong.'

Restorative practice, on the other hand, involves helping the child think through their behaviour, its consequences and what they can do to make it better.

At Haddenham Community Junior School, we see this as developing, maintaining and repairing **relationships**, building a community based around empathy and self-learning.

A micro-script is a scaffolded talking tool for adults and in time children which help us to deliver our restorative justice approach.

They are scripted and predictable and fair. They enable adults to have a clear focused discussion (intervention) regarding an issue, or a situation calmly and kindly, without emotion or judgement. Micro-scripts allow adults and children to focus on the real issue without distractions or diversions. A micro-script focuses the adult and the child primarily on the choices made and the behaviours as well as future/next steps to success. Micro scripts are always delivered with a calm, kind-and nurturing approach.

Appendix 2B: Reflection Sheets

Reflection Sheet (Option A)

Behaviour Reflections

Name: _____

Date: _____

Consequences of
my behaviour

How do I feel?

How has my behaviour
affected others?

Other consequence(s)

Description of my
behaviour

Reasons for
my behaviour

Plan for improvement _____

Pupil _____
Parent _____
Teacher _____



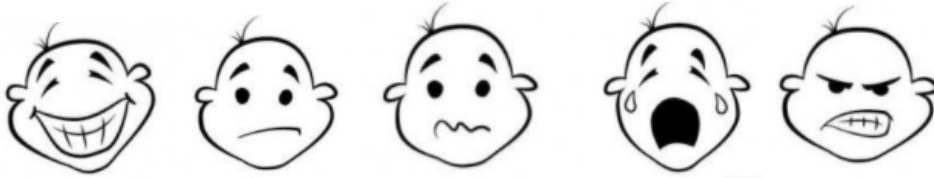
Reflection Sheet (Option B)

Name:.....Class:.....Date:.....



Which rule was broken?

How do you feel?



How does the adult feel?



Is there someone else involved? YES NO

How do they feel?



Talk with the adult about the choice you made.

Teacher comments:

Signed: Staff: Child:

Appendix 3: Home/School Agreement

Haddenham Community Junior School will:

- Strive to achieve high academic standards, brought about through staff and pupils working together in a caring environment, creating new experiences and opportunities.
- Provide a broad and balanced curriculum, in accordance with the National Curriculum Key Stage 2 requirements, to enable each child to reach the highest standard possible.
- Encourage children to do their best at all times.
- Encourage children to take care of their surroundings and others around them, developing respect for other people and their property.
- Inform parents of their children's progress at regular meetings and by written annual progress reports.
- Let parents know about any concerns or problems that affect their child's work or behaviour.
- Contact parents if there is a problem with attendance, punctuality, illness or equipment.
- Inform parents about general school matters (including revised school policies) and school activities, through letters, newsletters, and notices about special events. (Using our School communication app - WEDUC)
- Give information to parents about what the teachers aim to teach the children in that year or term.
- Undertake that complaints will be dealt with in accordance with the school complaints policy.

Pupils will:

Be Ready, Be Respectful Be Safe:

- Attend school regularly and on time.
- Wear the correct school uniform and be tidy in appearance.
- Bring all the equipment needed each day, all items being named.
- Try to do all classwork and homework as well as possible.
- Abide by the school rules, especially those for safety and behaviour.
- Be polite and helpful to others, and treat others as you would wish to be treated.
- Take a responsible part in looking after the school environment, including keeping the school free from litter and graffiti.

Parents will:

- Make sure that their child goes to school regularly, on time, and properly equipped.
- Let the School know about any concerns or problems that might affect their child's work or behaviour.
- Support the School's policies and guidelines for behaviour.
- Support their child in homework, in accordance with the School's homework policy, and in other opportunities for home learning.
- Attend parents' evenings, and meetings and discussions about their child's progress.
- Inform the School by phone or letter by 9am if their child is going to be absent or late that day. In the interest of the safety of the child, the School stresses the importance of advising them straight away of any absence, so that the School will know not to expect a child that morning.

Appendix 4: Behaviour incident form.

Name of child:		
Where the poor behaviour took place		
Year group:	Class:	Date:
It is our statutory duty to record any incidents of racial harassment Please tick this box if this incident is defined as such.		Time:
prior to the incident:		Day:
In the space below, write an account of the incident		