



Bude Primary Academy Juniors - Behaviour and Positive Relationships

'Managing behaviour should be a teaching and learning opportunity'

This policy is based on a Trauma Informed Schools UK (TIS) approach and is intended to promote good relationships, enabling people to work together with the common purpose of helping everyone learn. We are committed to celebrating and supporting behaviour that enables all children to **Respect, Learn and Achieve** to become **confident, independent learners** through providing a calm, safe supportive environment. Understanding that children learn best within positive, trusting relationships informs our approach to managing and then helping children to self-regulate. This policy is also created following guidance from the 'Behaviour in Schools' (July 2022) publication from the Department for Education. [Behaviour in Schools - Advice for headteachers and school staff \(publishing.service.gov.uk\)](https://publishing.service.gov.uk). Where appropriate, guidance has been sought from research using the EEF (Education Endowment Fund) toolkit.

The policy aims to:

- 1) Provide consistency and clarity in our approach to understanding, supporting and managing behaviour by creating a rich relational environment.
- 2) Ensure that all members of the school community have the knowledge and skills so that they have high expectations of behaviour through clear rules, routines, systems and consequences.
- 3) Identify the roles and responsibilities of adults within school and how they support children with additional needs, which may affect their behaviour, to ensure that all pupils can learn.

Bude Primary Academy Juniors has three simple rules to:

Be ready! Be respectful! Be safe!

Routines

- Children to use footpaths and walk their bikes/scooters around the school site for safety.
- Children to enter school in a calm orderly manner so that they are ready to learn – some children may have a meet and greet or routine to help them to settle
- Morning and after lunch tasks will be available so pupils are active in learning straight away
- Corridors will be calm, quiet and orderly at all times. Children and adults will walk in single file on the left so that others can pass by safely. Teachers or their support staff will lead children out at playtimes and collect them at the end of play
- Children are expected to allow adults through doorways first or to move aside as a sign of respect
- Children will be greeted by adults when they pass them
- Cloakrooms will be kept tidy with cloakroom monitors from each class making regular checks. The site manager will identify the tidiest cloakroom every week and give recognition to this

(Golden Dustpan). Children will be supervised when using the cloakrooms either by a member of staff or a cloakroom monitor where appropriate

- Teachers will establish clear classroom routines for transitions between lessons, entering and exiting the classroom, beginning and end of the day, handing out resources, pupil responsibilities, calling pupils to attention and managing noise levels
- At lunch time, children will enter the school hall calmly and quietly showing respect for other users and the kitchen staff. Noise levels will be kept low to support those who have additional sensory needs. Children will be encouraged to talk to others immediately around them in a sociable way
- Children to exit the school in a calm orderly manner, using the footpaths, walking bikes/scooters, respecting other adults and pupils who are around at this busy time
- At lunch time, the children will respect the zoned areas which allow children to access different types of play safely. Certain games and areas (trim trail) will have a rota system

Whenever possible, when changes in routines are pre planned staff will give notice to the children to support those who may have a SEN where change in routine can heighten anxiety and affect their behaviour.

Systems

Recognition Boards

In every classroom our school rules along with our learning behaviours: independence, collaboration, curiosity, resilience, reflection, creativity will be displayed. Names of pupils demonstrating these rules and/ or learning behaviours will be placed on the board with the aim to create a supportive celebratory culture in each classroom.

Class Reward

In recognition of the importance of **pupil voice**, the staff and children in each class will decide on its own whole class reward which allows for different approaches for different ages. Class reward time will take place on a Friday for a maximum of 20 minutes and will consist of a range of pre-planned activities.

Above and Beyond

In classrooms, WOW moments are recorded on the recognition board. House points can also be given when the learning behaviours are identified by another adult when children are around school. Children can be sent to the Head of School when they have completed work that is of a high standard or shows good progress. They receive a Head of School award. Positive text messages can also be sent home and are encouraged.

Recognition certificates are awarded each week linked to our learning behaviours: **independence, collaboration, curiosity, resilience, reflection, creativity** celebrated in assembly on Friday morning. Text messages home are then sent home to communicate this with parents/carers. Achievements outside of school are also celebrated.

Managing unsafe, disrespectful, or disruptive behaviour.

It is important that all behaviour is recognised as communication – we seek to find an explanation for behaviour; however, bullying, physical threats or abuse and intimidation are not tolerated. When necessary, a developmentally appropriate sanction (see also Appendix 1) may be required in order to address the reasons for, and outcomes of, the behaviour displayed and prevent further reoccurrences. The antibullying procedure may also be applied (see appendix 2)

Roles of designated staff and leaders:

- SENCo (DDSL/SLT/Team Teach) will monitor all behaviours logged on 'My Concern' to begin to identify patterns of behaviour. Liaise with class team, parents and outside agencies as part of assess, plan, do, review cycle. Respond to any behaviour which may be as a result of child abuse/CP. Organises training for staff on key area of SEND. Support staff to write IEPs and positive handling plans.
- Family support adviser (DDSL) will monitor the behaviour and safeguarding logs, advise and supports parents/carers with referrals to outside agencies.
- TIS (Trauma Informed Schools) trained HLTA (Team Teach/anti-bullying ambassador) will support pupils with identified social emotional needs by working in class and undertaking specific interventions. Pupils are referred by SLT. (See Appendix 2)
- Pastoral support worker will support pupils who may be struggling with their mental health, experiencing anxiety or recent trauma for example bereavement. Pupils are given a timetabled session where they can discuss their concerns/worries and interventions can take place. Pupils are referred by SLT.
- Assistant Head of School (DDSL/SLT) will monitor behaviour logs, support class teams in first instance with training and behaviour management strategies. Respond to any safeguarding concerns. Deputise in the absence of the Head of School.
- Head of School (DSL) has an overview of pupils who need additional support to self-regulate. Support staff with behaviour management strategies – support SENCo with monitoring and evaluating data on behaviour. Risk assess and make decisions around pupil safety. Authorise suspensions and permanent exclusions with guidance from the strategic partner. Organize staff training and induction.

Review and monitor the impact of PSHE & RSE curriculum. Together with SLT cultivate a culture of safeguarding within the school community. Deliver weekly assemblies with safeguarding, rules, routines and expected behaviour reminders as predominant themes.

- Strategic Partner Aspire. Consult on suspension and permanent exclusions.
- Inclusion Lead Aspire. Offer advice and signpost to relevant services / training. Consult on suspension and fixed term exclusions. Attend agency meetings around support for pupils with complex behavioural needs.

Escalation

A discrete visual traffic light system (three coloured circles - green (Ask) amber (Tell) red (Reflection)) can be used to support pupils (who may have a positive handling plan or identified special educational need) as an additional form of communication.

- 1) **ASK:** For those who do not follow our agreed rules, attention will be drawn to the rule and they will be reminded and **asked** to stop/change their action (a redirection or positive choice may be given).
- 2) **TELL and EXPLAIN:** For those children who fail to respond to this first request, they will be **warned** that they are now being **told** to make a change and that failure to follow this instruction will lead to a reflection.
- 3) **REFLECTION:** For those children who fail to follow this second warning, a direction to **reflective time** will be issued which will take place at play time with an adult. A **restorative conversation** will be held about the choices that were made and how to act more positively in the future. Where appropriate the child will be asked to rectify the consequences of their behaviour e.g. clear something away, complete work, apologise etc. The length of time will be variable depending upon the circumstances. Evidence shows it is the inevitability that a sanction will happen (rather than the severity) which has the most impact.

If a child is directed to *reflection time* this will be recorded on 'My Concern' so that senior leaders including the SENCo can review patterns of behaviour to make necessary adjustments to support the child. Should a child have several *reflection times* in a short period or are regularly encountering the same issues, class teachers will contact parents/carers to talk about the challenges that their child is facing and develop a shared plan to enable them to behave more appropriately in the future. Support from the SENCo and or SLT may occur at this stage.

If a child is disrupting others, it may be they spend time in another classroom. This will be recorded on 'My Concern' so SLT are aware and can monitor the situation. Parents/carers will also be informed. If the plan is to spend a significant amount of time in another class (whole morning/afternoon/day), parents/carers will be consulted and this will be logged as an internal exclusion for monitoring purposes.

Behaviours which are unsafe and are deliberately aggressive, violent or destructive will be dealt with immediately. (see Appendix 1)

Completing work

If a child regularly refuses to complete their work despite support from the class team, parents/carers will be informed and this work will be sent home to be completed. Teachers will request support from the SENCo / SLT in the first instance. Having high expectations for learning and outcomes for all pupils sends the message that the learning matters.

Playtimes & Lunchtimes

1. Ask – remind them of the rules
2. Tell / Explain – warn them if the behaviour doesn't change a reflection will need to be completed
3. Reflect – stand next to an adult on the playground for a specified time to reflect on behaviour

SLT to be informed of any extreme / unsafe behaviour or persistent problems.

House points to be given for positive behaviours – including someone in a game, picking up litter, being kind, resolving conflict etc.

Suspension/ Exclusion

We will only use suspensions to ensure everyone's safety and to provide time to make plans to enable/support the child to behave differently on their return. As far as possible, parents will be given prior notice if their child is at risk of permanent exclusion so that home and school can work together to avoid this. We hope never to permanently exclude a child but will do so if there is no other way to ensure the safety of that child or other members of the school community.

Complex Behavioural Differences

As a school we have a higher than national average percentage of children with identified SEND. We also have a higher than average number of children with EHCPs. For some children their identified need may mean they have complex behavioural differences. A series of strategies will be used to identify, assess and meet the needs of children with more complex social emotional and mental health needs or special educational needs and disabilities. For these pupils the behaviour expectations and associated sanctions will reflect their identified areas of need and be developmentally appropriate. This may mean a different approach as part of their individual education or positive handling plan. As a school we ensure we are meeting the requirements of the Equality Act (2010), Children and Families Act (2014) and SEND Code of Practice (2014).

Team Teach

Some pupils require physical support to ensure their safety or that of staff and other pupils. Staff qualified to use Team-Teach strategies are trained to use the least intrusive positive handling techniques and employ verbal/non-verbal de-escalation strategies in advance of any positive handling strategies. Any incidents where positive handling strategies are used will be recorded and reflected upon with parents/carers and the child, in order to explore other proactive strategies that may benefit the child and prevent further incidents that require positive handling strategies in the future. Pupils may be removed from the classroom in order to maintain the safety of all pupils following an unreasonably high level of disruption; to enable a pupil who is dysregulated to be taken to a place where education can be continued in a managed environment; and/or to allow a pupil to regain calm in a safe space.

Further information can be found at <http://www.teamteach.co.uk/>

Learning about relationships

Positive relationships enable high quality teaching and learning. Pupils learn about what this means through a variety of approaches. This includes, explicit teaching of expectations through restorative conversations, social stories, R-Time, class discussions, drama, art, music, PE, PSHE, TIS activities, forest school sessions, educational trips and assemblies. In this way, every member of the school community knows the standard of behaviour that we expect.

Online behaviour

The way in which pupils relate to one another online can have a significant impact on their friendships and behaviour in school. Negative interactions online can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness and respect.

We are finding that many online behaviour incidents amongst young people occur outside the school day and off the school premises. Children have reported to us that bullying when it does happen is more likely to be outside of school and online. Parents are responsible for supporting their child in staying safe online. We will teach children about online safety and encourage them to report any negative online behaviour as part of our PSHE programme.

We will communicate with parents/carers if we become aware of any unsafe/unkind behaviour so they can take appropriate action. We may also take any relevant action necessary to keep children within the school community feeling safe.

Parent involvement

The close involvement of parents in supporting all aspects of their child's development at school is vital. We expect that parents will support the academy's **Behaviour and Positive Relationships Policy** and our **Communication Policy**. If a child's behaviour gives particular cause for concern, parents/carers will be made aware and involved as soon as possible. We will work together to support the child to develop appropriate strategies to meet the expectations we all share around positive behaviour.

Our expectation is that all adults entering our school community will communicate respectfully with children, staff and each other.

Children's personal items

Children do not need to bring personal items into school. Mobile phones (including smart watches / electronic devices) should be handed into the office or the child's class teacher to be stored securely until the end of the day. Children who require concentration aids or comfort items will have them provided by the SENCO or class teacher.

Appendix 1

Unsafe. Disrespectful. Not ready.	Action	Parents/Carers Informed
Child does not follow school rule: Ready, Respectful, Safe.	ASK: Adult explains/reminds of the rule and asks child to follow using presumed compliance. 'Calling out is disrespectful, I ask that you put up your hand or listen to others, thank you'	
Child does not change behaviour or follow request.	TELL and explain: 'This is a warning: I am telling you to make a more positive choice – put up your hand to show respect – thank you.'	
Child still does not modify behaviour.	REFLECTION: 'You have continued and will now have reflection time. ' Additional adult support may be sought. The incident will be entered onto 'My Concern' – SLT to monitor	
Child still does not modify behaviour or has behaved in this way several days in a row.	SLT informed straight away. SLT will speak with the child. Escalation of sanctions may be agreed e.g being sent to another class to complete work or sending work home or being sent to directed activities at playtimes. SENCo to review provision. A report card may be used monitored daily by SLT	By class teacher/SLT

Specific Behaviour Examples	Action to take	Parents/Carers Informed
Child swears or calls another pupil or adult names.	Automatic reflection time and restorative conversation with the person they have insulted if appropriate. Incident logged on 'My Concern'. If the incident meets the bullying criteria follow the anti-bullying procedure (see Appendix 2).	By class teacher
Child deliberately damages school property.	SLT informed. Automatic reflection time. An appropriate task will be given to make up for the damaged property e.g., tidying the area affected. Incident logged on 'My Concern'	By class teacher
Child deliberately hurts another child or adult.	SLT informed and judgment made based on context and severity. 'Playground fallout' reflection time and restorative conversation with class team. Dangerous or unprovoked behaviour –see below.	By class teacher
Child displays extreme unsafe behaviour or unprovoked physical/verbal aggression towards another child or adult.	SLT apply an immediate appropriate sanction - loss of play and direction to supervised activities at playtime for an appropriate period of time. Possible internal exclusion (work completed in another class). Repeated acts of violence or disrespectful/unsafe behaviour may result in a suspension. Continued extreme unsafe behaviour may result in permanent exclusion.	SLT which includes SENCo Head of School or Assistant Head in Head of School's absence.

Appendix 2

Reports of harassment/bullying or potential bullying procedure

Harassment: Harassment is when someone is worried or annoyed repeatedly by someone. This could very easily lead on to full-scale bullying if not tackled.

Bullying definition: Bullying is defined by the DfE as “behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”(Preventing & Tackling Bullying DfE 2017).

Bullying can take many forms including persistent name-calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories

about someone. It often involves an imbalance of power between the perpetrator and the victim. The Trust definition of bullying, in "child-speak" is "when a person or group deliberately and repeatedly hurts you physically, or hurts your feelings, making you feel sad or scared." Our schools work hard to ensure that all pupils know the difference between bullying and the "falling out" that occurs between children and within friendships

Consider first of all if the incident is a safeguarding concern-peer on peer abuse- and if so report directly to DSL / DDSL. If in doubt, discuss with the DSL / DDSL – consider peer on peer abuse policy.

Response:

- never to ignore reported or suspected bullying
- not to make assumptions
- to listen carefully to all accounts (sometimes a written account is more revealing)
- to adopt a problem solving, pro-active approach
- to follow up promptly and repeatedly The response will depend on the severity of the incident. The response may include:
- discussion between adult and bully(ies) or adult and victim
- questioning of all individuals involved, including any possible witnesses to try and establish an objective viewpoint of what has happened
- note-taking and record keeping (including on 'My Concern') where appropriate
- a problem-solving approach, where children find their own solution through discussion with a teacher present, if this is considered appropriate by the victim
- class discussion in circle time or other appropriate follow up (no names approach).

Anti-Bullying Ambassador Role

When an adult becomes aware of pupil harassment, bullying or potential bullying behaviour on another pupil, on or off school site, they must follow the procedure:

- Report to class teacher who will listen carefully to all accounts and record the incident on 'My Concern'. Class teacher will take action with any consequences as per the behaviour policy. Parents/carers will be informed as appropriate.
- Class teacher to then inform our Anti-bullying Ambassador who will speak to the child/ren involved at an appropriate time.
- Where appropriate an opportunity will be given to support the children through conflict resolution in the first instance and give the child reporting the incident a feelings/emotions log (as long as they are agreeable) which will be completed for two weeks.
- The log will show how the child is feeling during parts of the day and will enable the teacher to 'check in' and see how things are going.
- The Anti-bullying Ambassador will check the form each week and if after two weeks things have improved this will then be saved for future reference and evaluation. Class teacher to be kept updated. Parents/carers will be updated.
- Should the incidents continue, this will then be escalated to SLT where parents will be invited to discuss further actions.
- The number of incidents will be monitored by SLT on a half-termly basis.