

Respectful Responsible  
Ready



Behaviour / Relational  
Support Policy  
Herne Bay Junior School

**Policy Agreed: Sept 2022**

**Review Date: Sept 2023 (currently under review)**

<b>Be Respectful</b>	<b>Be Responsible</b>	<b>Be Ready</b>
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### Policy Statement

Herne Bay Junior School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. There is an expectation that everyone (adults and children) should maintain the highest standards of personal conduct, accept responsibility for their behaviour and encourage others to do the same. All adults in our school are aware of how crucial it is to create an ethos and environment of both physical and psychological safety.

Staff are responsible for adhering to a positive code of practise that promotes a child's ability to engage in and access their learning. Staff are approachable, interested, respectful, calm, considered and model positive relationships at all times.

At Herne Bay Junior School, we

- Build mutually respectful relationships and connections with our children and their care-givers.
- Teach the children that, in life, every choice has a consequence.
- Encourage children to take responsibility for their own actions.
- Teach self-discipline
- Work on the ethos of all being emotionally available for our children
- Respond to those who have been affected by traumatic experiences.
- Empower individuals to understand how to manage their own behaviour and regulate their own emotions.

It is our aim to develop a trusted team around each child, understanding that some children need to be managed differently. We will also, as a staff, ensure we recognise the impact of Adverse Childhood Experiences (ACEs) on long term mental and physical health alongside traumatic toxic stress for children.

At Herne Bay Junior School, we understand that positive relationships and behaviour are at the heart of productive learning.

## **Aim of the Policy**

- To ensure all staff have high aspirations and we uphold a culture where excellent behaviour is a minimum expectation for all members of our school community.
- To promote community cohesion through improved relationships
- To build a community which values kindness, care, resilience, good humour, good temper, self-discipline and empathy for others.
- To ensure all members of our school community are treated fairly, shown respect to and promote positive relationships.
- To help empower learners to take control over their behaviour and be responsible for the consequences of it.

## **Purpose of the policy**

To provide simple, practical and embedded procedures that guide staff and learners to:

- Recognise behavioural norms.
- Positively and consistently reinforce behavioural norms.
- Promote self-discipline.
- Create a whole school community that instils respect, kindness, empathy and compassion.
- Teach appropriate behaviour through positive interventions.
- Create a cohesive link with parents (Appendix 5)

## **Consistency in Classroom Practice** (Appendix 3)

- Consistent respect demonstrated for all, even in the face of high emotions
- An understanding that a poor choice results in an agreed consequence
- Consistent Reinforcement: All staff adhering to the '**Classroom Relation management**' document (Appendix 1a, b, c)
- Consistent use of **verbal and non-verbal communication**: Consistent responses in spoken language and gestures; references to the agreed protocol and simple, clear expectations reflected in all conversations about behaviour.
- Consistent Follow up: Teaching staff consistently working together with other members of staff to demonstrate their commitment to the child.

- Consistent use of consequences as per the 'Steps' document.
- Consistent model of emotional control: emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners. Adults are continuously working on their own emotional intelligence to ensure they are ready emotionally available for our children.
- Consistently reinforced rituals and routines for behaviour around the site: in classrooms, around the site, on the playground, in the dinner hall, by the library, in the corridors, at reception and when wearing school uniform off-site.
- Consistent environment: display the quality of a good primary school, consistent visual messages, echoes of core values and positive images of learning.

**All staff should:**

1. Be respectful. Be responsible. Be ready.
2. Meet and greet at the door first thing in the morning and directly after lunch, if not collecting children from the playground. PPA cover staff should also be ready to greet at the door.
3. Model positive behaviours and build positive relationships.
4. Use prevention before sanctions.
5. Use positive recognition mechanisms throughout every lesson.
6. Retain ownership and follow up every time using reflective dialogue and a restorative approach with learners. (Refer to scrip - Appendix 1a)
7. Never ignore or walk past learners who are behaving inappropriately unless they are working through an agreed strategy.
8. Always acknowledge/engage with learners who are demonstrating positive behaviours.
9. Reward and recognise learners (in a meaningful way) for going over and above our usual high expectations.

### **Consistency in Playground Practice**

As above, with the exception of the referral document being the '**Playground Relation management**' document (Appendix 1a, b, c)

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable, consistent approach does not come in a toolkit of strategies, but in the determination of every member of staff to hold firm. **It is hard fought and easily lost.** The key is to develop a consistency that ripples

through every interaction on behaviour. When learners feel treated as valued individuals, they respect adult and accept their authority.

### **Year Group Leaders**

Year group leaders will assist during lunch and break times, as requested, as part of their role in supporting the running of the whole school. This may be as a duty during a wet break or additional cover ad-hoc should the safeguarding of our children be in question.

Year group leaders also support with setting targets for children and communication with parents.

### **Senior Leaders**

Senior leaders are not expected to deal with behaviour referrals in isolation, rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners. During meetings with children and parents, reference to the Home School Agreement will be made; this will be shared, again, with parents should the necessity arise. (Appendix 4) The Relation Management documents should be used as a guide for this (Appendix 1, 1a, 1b, 1c & 2).

Senior Leaders will:

- Be a visible presence around the site, in corridors and especially at changeover time or times of mass movement.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice, training, latest research and findings with all staff.
- Use individual's support plans alongside behaviour data to target help and support in the most effective way for an individual.
- Regularly review provision for learners who fall beyond the range of written policies (IBP - appendix 4)
- Welcome children into school at the start of the day.
- Follow the agreed sanctions as noted in the policy steps.

## **Recognition and Rewards**

The key to developing positive relationships, including with those learners who are hard to reach, is the use of praise; this helps to establish a positive atmosphere and must never be underestimated. Teachers use a positive recognition board for those going over and above in class and, in our continued acknowledgement of those who exceed our very high expectations, forest ranger evenings are held termly (invitation only).

Any child producing exceptional work should be sent to SLT for celebration. Good quality work will be rewarded by way of a house point. Teachers have ownership over how many house points they give and for what reason. This may be to children from other classes or year groups by way of a star sticker which is shown to the children's own class teacher. Behaviour ambassadors will collect the totals in for each house weekly. In our weekly celebration assembly, each house will be awarded points: the house with the most house points will receive 100 points, the second highest house - 75 points, the third - 50 points and the fourth - 25 points. These will be collated with other points gathered throughout the year, and those earned on Sports Day, in order to select a winning house at the end of the year. The house will win a non-monetary prize or activity and the house cup for the following year.

## **Classroom/Teaching Space**

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or a nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson, is one where they are not learning. Those who refuse to work in class time will be asked to make up the equivalent lost learning time after school (Appendix 1b). Following the Steps (Appendix 1 1a, b) consistently will ensure children are learning effectively. Staff should praise the behaviour we want to see and not pander to attention seekers. Take up time must be given between steps, but boundaries and expectations must be made explicit. It is not possible to leap or accelerate steps for repeated low-level disruption.

## **Individual Behaviour Plans (IBP)**

Pupils identified as in need of specific behaviour management programmes by staff can be placed on an IBP. This consists of specifically identified strategies that help to support and empower the individual to improve their behaviour. The plans are subject to continual review by staff supporting the individual and, in some cases, in liaison with parents.

## Relational Policy Appendix

For some children, a bespoke plan of action is required to support them in being safe and successful in school above and beyond the use of the Relational Policy. The production of the Appendix to the Relational Policy, the Individual Behaviour Plan (IBP), is designed to be bespoke for the child whose behaviours are leading to regular high-level incidents and in some cases fixed term suspensions.

The IBP is written and agreed with the Class Teacher, Inclusion Team, pupil and their parents.

The IBP is not a singular document.

The IBP documents must be kept up to date by the Class Teacher and Inclusion Team.

Parents must be informed of changes and provided with copies of any changes in a timely manner.

Parents will be invited to attend a termly meeting to ensure the strategies and risks are still current.

The Individual Behaviour Plan is made up of the documents that are necessary for that child at that point of time.

Due to the need for an IBP it is most likely that an **Individual Pupil Behaviour Risk Assessment** will be required. It will consist of the following:

- Summary of incidents leading to the need for an IBP
- Frequency Potential
- Triggers
- Resulting Behaviours
- Return to Class Plan for the child
- Current referrals for assessments or additional external support
- Strategies to reduce future incidents
- Specified times for support eg. Calm room at lunch time or home lunch etc.
- Referrals or ongoing assessments eg. LIFT, NELFT, Early Help
- Parental Plan of Action Eg. to attend Cygnet course, Early Help support etc.

Other documents contained within a child's IBP will most likely include working documents that support them as well as documents that teachers use to build a relationship with the child:

- Incredible 4/5-point scale (Current)
- Social story (Current)
- Boxall Profile (termly)
- ABC forms
- Visuals and other supports expected and in place for the child
- Reward Chart
- Catch me cards
- What Went Well
- Communication Book
- Reflection Sheets

Meetings with parents will review:

Positive observations of the child

A summary of the last term

Updated 5-Point scales and Social Stories

Adjustments to procedures used within school

Updates with regards to referrals, parent's plan of action or reward processes

The IBP is designed to support the child in being able to move onto the Relational Policy. Therefore, staff working with the child are expected to invest in the child. This would include spending 1:1 time completing Social Stories and incredible 5-point scales etc. These are to be recorded, dated and saved in the child's IBP OneDrive folder.