



Relationships and Behaviour Policy 2021/22

This policy is applicable to: Pocklington Junior School, as part of the Wolds Learning Partnership (WLP)

Version 3.0

<p>Important: This document can only be considered valid when viewed on the school website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.</p>	
<p>Name of Responsible Committee/Individual:</p>	<p>Board of Governors</p>
<p>Implementation Date:</p>	<p>September 2021</p>
<p>Review Date:</p>	<p>September 2022</p>
<p>Target Audience:</p>	<p>All Staff, Parents and Pupils</p>
<p>Related Documentation</p>	<p>This policy should be read alongside:</p> <ul style="list-style-type: none"> • DfE Statutory guidance for Exclusion from maintained schools, academies and pupil referral units in England (Sept 2017) • Equality Act 2010 • Safeguarding Policy • SEND Policy • Anti-Bullying Policy • Equality Policy



Introduction

The Department for Education states that 'Schools must apply their behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of their application must be monitored routinely to satisfy legal requirements under race, disability and gender discrimination law'. This policy, along with the associated policies and the school's monitoring and self-evaluation process, fully takes the aforementioned requirement into account and has adopted the '**Exclusion from maintained schools, Academies and pupil referral units in England – A guide for those with legal responsibilities in relation to exclusion**'. The aim of this policy is to be inclusive, fair and equitable whilst managing and improving behaviour.

This policy is for all staff, pupils, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

Rationale

At Pocklington Junior School, we pride ourselves on developing the children in our care into respectful, caring and mature individuals. It is our aim that children who attend our school are recognised in the wider community of Pocklington as young people who are trustworthy, dependable, responsible and never afraid to be themselves. The positive behaviour and conduct of our pupils, both in and out of school, reflects the school's commitment to being at the heart of the local community.

Our Relationships and Behaviour Policy aims to promote an environment where everyone feels happy, safe and secure, with mutual respect and teamwork at its heart. We have consistent, high expectations of pupils which encourage them to become positive, responsible and increasingly independent. As a result, pupils feel safe and supported, they focus well in lessons enabling them to make the best progress they are capable of both academically and as developing individuals. As they become more independent, emphasis is also placed on pupils taking more responsibility to regulate their own behaviour and conduct.

We have a holistic approach to education, valuing all learning in and out of the classroom. We are an Attachment Aware school, which means we focus on building positive relationships between children, staff and peers.

Through our Attachment Aware approach, both children and adults can both manage their behaviour and create an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong.

Underpinning our Relationship and Behaviour policy is the belief that everyone can learn to self-manage and self-regulate their own emotions and behaviour. For some children, this will come naturally whereas for other children, this will require more support. Through self-regulation, we encourage reflective thinking and do not accept prejudice in any form.

We recognise that behaviours which challenge always happen for a reason, and may be the only way a pupil can communicate; it can arise for different reasons which are personal to the individual. Pupils who display, or are at risk of displaying behaviours which challenge, may need support which involves both positive support and intervention, whilst still needing to learn what is right and what is wrong.

Ultimately, we wish to give our children confidence about their capacity to reflect and to make sense of their own lives and experiences, hopefully beyond school and into the real world.

The relationships and behaviour policy at Pocklington Junior School is a statement of good practice that contributes to the positive ethos at our school, in line with our school values.



Aims of the Policy

Pocklington Junior School treats all children with respect and has high expectations for children's learning and social behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and high levels of care. We understand that positive conduct behaviour and learning behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we aim to provide, without diluting our expectations.

Our school is committed to the emotional health and well-being of its staff, pupils, parents and carers. We strive to achieve this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. Our aim is to provide a caring, orderly community in which effective learning can take place and where there is a mutual respect between its members. We want all the children to develop a sense of worth, identity and achievement, as well as becoming self-disciplined with the ability to accept responsibility for their own actions and make positive choices. We want them to be able to listen to others, cooperate and appreciate other ways of thinking and behaving.

We hope to achieve this through a school behaviour policy based on rights, responsibilities and respect. In addition, praise, rewards and positive role modelling will help to support the development of self-discipline and the capacity to make positive choices.

Roles and Responsibilities

Maintaining good behaviour is the responsibility of all staff, governors and parents. We expect our staff and parents to be good role models for our children as we develop their attitudes for all aspects of life.

To support the implementation of this policy:

The Senior Leadership Team (SLT) will:

- Implement the Relationships and Behaviour Policy throughout the school by setting the standards and expectations of behaviour and supporting staff in the implementation of the policy.
- Ensure the health, well-being and safety of all children and adults working in the school.
- Report to and meet with parents and carers, as appropriate.
- Keep records of incidents involving children and adults working in the school.
- Report to governors on the effectiveness of the policy.
- A member of the SLT will be always available to support staff on duty if required.

All staff will:

- Devise and implement opportunities to develop interpersonal and social skills through the curriculum and instil respect. (See PSHCE policy).
- Plan a curriculum that engages children and provides opportunities for collaboration and increasing independence.
- Have high expectations of the children in terms of behaviour and strive to ensure that all children work to the best of their ability.
- Act as a positive role model.
- Ensure pupils have the opportunity to be listened to and know their opinion is valued.
- Encourage children to make choices about their behaviour and understand the consequences for behaviour that does not meet expectations.



- Help pupils to understand their rights and responsibilities as members of the school community and citizens of the wider society.
- Keep records of reported and witnessed incidents and pass these to the relevant staff member.
- Inform parents about their child's behaviour and well-being, and work alongside them where appropriate.
- Challenge behaviours which do not meet our expectations in a firm, fair and consistent way, in line with the child's ability.

Pupils will:

- Take responsibility for their actions.
- Be rewarded when they exceed expectations.
- Respect and care for others and their property.
- Understand the school rules and follow them.
- Resolve disputes positively.
- Act as positive role models to others.
- Accept consequences for behaviour that falls below expectations.

As a school, we will support parents/families/carers to:

- Promote positive behaviour at home.
- Contact relevant staff members at the school to raise concerns about their child's behaviour or incidents that have taken place.
- Support the school in the implementation of this policy, including when there is a consequence for behaviour falling below expectations.

The governing body will:

- Support the school in the implementation of this policy.
- Provide advice to members of the SLT when making decisions regarding disciplinary issues, such as fixed term exclusions.
- Review the effectiveness of the policy at least annually.

Approach

At our school, we take a non-judgemental, analytical and empathic attitude towards behaviour. We encourage adults in school to respond in a way that focuses on what may drive certain behaviour, rather than the behaviour itself.

In order to help children feel safe, their educational environment needs to be both nurturing and structured. Children need to have consistent expectations and responses to behaviour to know right from wrong. These must be in place and modelled appropriately, within the context of a safe and caring school environment. Inherent rewards and consequences that can follow certain behaviours will be made explicit.

When dealing with behaviour in school, we will always look at the whole child and their needs when deciding how best to support them in making the correct choice. We will aim to adopt an Attachment Aware approach and have a member of staff trained as an Attachment Lead. In addition, all members of staff in school have received professional development in how to adopt an Attachment Aware approach to behaviour. This approach will apply in everyday practice, with a particular focus on the central principles of empathy, connection, attunement, trust and co-regulation. This includes careful consideration and awareness – raising of both verbal and non-verbal



communication. We recognise that for most pupils, the approaches within this policy will be all that is required to support consistent positive behaviour throughout their time at our school.

Where the standard approaches do not appear to be effectively modifying challenging behaviour, as evidenced through repeated sanctions particularly for the same behaviours, we recognise that it is our responsibility to change the approach for that individual, as continuing the same approaches will not yield positive change. Pupils who are identified as particularly vulnerable will need specific approaches tailored to their individual needs and experiences. These will need to be planned in conjunction with parents/carers and relevant partners. They will be shared sensitively, as deemed appropriate.

By applying these principles on a day-to-day basis and through knowing our individual children, we can foster an inclusive approach and achieve better outcomes for our children.

What Does Behaviour Management Look Like in Practice?

Praise

Our staff work hard to develop positive relationships with children that encourage respect for themselves and for others. Alongside this, we feel that praise - and lots of it - is the key to motivating children to reach their potential in all areas of school life, including their behaviour and conduct. Our systems are based around instilling respect for themselves and others and praising children for exceeding expectations both here at school and in the wider community. Praise is a powerful tool that rewards children's efforts, recognises their achievements, builds self-esteem, and motivates children to be good role models both here, and into their future.

Expectations and Consequences

To raise the standard of behaviour, we believe that we should have high expectations of all children. Below are the criteria for expectations:

- **'Below expectations'** is issued to a child who, following a clear explanation of why their behaviour is not acceptable, still continues to choose the incorrect behaviour.
- **'At expectations'** represents a child that is living the school values and whose behaviour and attitude shows they are ready for learning.
- **'Above expectations'** is awarded to a child who has consistently met our school values and has had an impeccable attitude towards learning and behaviour over the course of a week. This means that any one pupil may not receive this award more than once a week.

The purpose behind this achievement is to give pupils something special to strive for.

Each classroom will display a chart, clearly visible to all children, with these three stages on it:

- Above expectations
- At expectations
- Below expectations

Every child will have a named motif, and this will be placed at the start of the school day **at expectations**.

When will a child be placed below expectations?



Any negative behaviour will trigger the following course of action:

- A clear explanation will be given to the child as to **why their behaviour** is not appropriate. e.g. Joshua, please keep all 4 chair legs on the floor; swinging on your chair is dangerous as you could fall off and injure yourself or someone else. Please stop.
- If the child persists with the same behaviour, the teacher will make it clear to the child that they have now chosen to continue with this behaviour. The child is then placed below expectations. This means they will have to walk to the behaviour chart, pick up their motif and place it below expectations.
- If the child still continues to make the wrong behavioural choice, remind them that they are already below expectations and, if they continue, they will get a yellow card.
- If the child continues, issue a yellow card (see appendix 1).
- If a child, following being placed below expectations, is seen to be trying to make the right choice, they should be instructed to move their motif back into the 'expected' section of the behaviour chart.

What is the result of a child being given a yellow, red or grey card?

In Appendix 1 the criteria for meeting the threshold for a coloured card are given. These cannot cover every eventuality and a common sense/ best fit approach should be used when issuing cards for actions not itemized on the form.

Every day the Bloom Room is set up at break and lunch time to receive children who have been issued with a card. This will be supervised by the school ELSA, a member of the behavioural support team and a member of the senior leadership team. **This period of time is for reflection and restorative discussions with a member of staff** as we believe that children will be more likely to change their behaviour if they understand why their choice of behaviour was wrong, what the impact could be on others and are given strategies to help them learn the correct course of action.

Yellow Card

Children who receive a yellow card will spend one break time having a reflection with a member of staff about their choice of behaviour.

Parents will receive a WEDUC notification that their child has been issued with a sanction and the reason why. SLT will monitor the number of sanctions issued to children and where there seems to be a regular pattern, parents will be invited in to discuss their child's behaviour and seek ways to mutually work together to support their child in changing their behaviour.

Red Card

Children who receive a red card will spend one break time having a reflection with a member of staff about their choice of behaviour. They will then spend 30 minutes of their lunchtime on the same day, completing a written reflection sheet. If the child is known to the ELSA, she will work with them to create a reflection sheet that is bespoke to their need. The member of staff on duty will also facilitate the child apologizing to the relevant party(ies).

Parents will receive a WEDUC notification that their child has been issued with a sanction and the reason why. SLT will monitor the number of sanctions issued to children and where there seems to be a regular pattern, parents will be invited in to discuss their child's behaviour and seek ways to mutually work together to support their child in changing it.



Grey Card

Children who receive a grey card will spend one break time having a reflection with a member of staff about their choice of behaviour. They will then spend 30 minutes of their lunchtime on the same day, completing a written reflection sheet. If the child is known to the ELSA, she will work with them to create a reflection sheet that is bespoke to their need. The member of staff on duty will also facilitate the child apologizing to the relevant party(ies).

Parents will be telephoned by a member of SLT on the day of issue of a grey card to make them aware of their child's sanction and allow an opportunity to discuss their behaviour.

SLT will monitor the number of sanctions issued to children and where there seems to be a regular pattern, parents will be invited in to discuss their child's behaviour and seek ways to mutually work together to support their child in changing it.

Will this system work for every child?

See section on managing children's behaviour if they have additional needs.

House Points

Each child is assigned to a house when they join school. The houses build a sense of unity and add to the child's sense of 'belonging' in school. The school houses are named after British trees, chosen as they represent a symbol of growth and resilience whilst also offering shelter and nurture to all belonging to it. The houses come together to celebrate children's achievements including school work and sporting achievement.

What is the purpose of house points?

House points are tokens that are used **to motivate** children to do what we have identified they need to get better at. This could be a school-wide value or in lessons, achieving something that the teacher has identified as a focus.

How are house points issued?

Each week, there will be a school value that is being worked towards. Children will be able to earn **one** house point if they are 'spotted' by any staff member at any point in the school day, striving towards this value.

In lessons, teachers will identify, on a regular basis, areas that the class need to focus on. This could be to apply the handwriting/spelling rule that they learnt that morning into their work, use their target card in writing, work with full concentration in a lesson, use a ruler to underline or cross out etc....

The adult will alert their class to the fact that they can earn **one** house point if they meet this expectation.

Pupils who go **above expectations** will receive 10 house points (either via one star token or 10 individual ones).

How do house points act as a motivator?

The house points are collected in house containers which are then added up at the end of each week by the house captains. These are announced in celebration assembly and the winning team receives a 'leaf' on their house tree. At the end of each term, the winning house receives a reward such as the chance to work with a visiting artist.

This system not only empowers staff at Pocklington Junior School to maintain full control of behaviour and conduct in the classroom, it also supports children to develop the responsibility to understand choice and consequence, and evaluate and modify their behaviour accordingly.



Break and Lunch Time

During break and lunchtimes, the children are expected to behave respectfully and safely so that everyone can enjoy playtimes. Staff on-duty during break times are responsible for ensuring that children are safe and meeting expectations. Specific guidance for lunchtime staff in relation to the OPAL approach to play has been issued and discusses 'negotiations' around some elements of play which might ordinarily be regarded as inappropriate behaviour.

At break and lunch time, a nominated child will deliver an incident board to each member of staff on duty. Every class room is equipped with a walkie talkie and it is staff members responsibility to take this onto playground duty with them. This enables staff on duty to communicate with each other and with SLT in case of any emergencies. If incidents are witnessed by staff or reported by children, they should be recorded on the board and dealt with by the member of staff at the time. Consequences are issued in the same way as in the classroom.

On the rare occasion that a more serious incident occurs, there will always be a member of the SLT on duty to deal with these incidents. At lunchtime, these incidents should be referred to the senior lunchtime supervisor who will decide whether to consult with a member of SLT in the event of a serious incident.

Some children who are experiencing problems on the playground will become a focus for staff to monitor for short periods of time. These children will be put on the 'eye-spy' system. Staff on duty should be vigilant to note down relevant information at the back of the incident board. These will be monitored by the ELSA and SLT, so further action can be taken as necessary.

Concerns

If a child's behaviour becomes a cause for concern, the school will act quickly to understand the reasons for this. Parents will be contacted by the class teacher to discuss the issue. If an improvement is not seen over a reasonable period of time, a further meeting for parents will be held to discuss concerns and a personal support plan will be written, taking into account the views of the child, his or her parents, and the class teacher. As part of this plan, specific targets will be set to support the child to recognise and manage their behaviour. These targets will be regularly monitored and reviewed by the class teacher and behaviour coordinator.

Alongside this, some children may require more pastoral support which will be delivered one to one, in small group or whole class interventions as appropriate, to support children with more complex social, emotional and pastoral issues. Parents will be informed if the school has concerns regarding their child's behaviour or emotional wellbeing.

Additional Needs

We know that some children with additional emotional and behavioural needs may not benefit from the school's sanction system and may require a different approach. The approach taken with each child will depend on their individual needs and the severity of the behaviour exhibited. This will be tailored to best help them understand the nature of the behaviour they exhibited and to develop preventative strategies for the future. This will usually be carried out in conjunction with the child, parents or carers and adults/agencies involved with the child.

This would be appropriate to the child's additional needs. For example, in the past, we changed our approach in some of the following ways:

- We have renamed consequences for one child who had negative associations with the word 'detention' but not with the consequence itself.



- We have changed our approach for a child who needed more reflection-based consequences, by using social stories and reflection time to support their needs.
- Where a child still needed time to burn off energy, the child would complete their consequence but then complete exercise-based activities to suit their individual needs.
- For children who go into overwhelm, we do not reflect upon their actions until they are completely calm and ready to have that conversation.

Please note that this is not an exhaustive list and simply provides some examples of adaptations to approaches. We will always consider a child's individual needs before implementing a suitable approach.

Expectations on School Visits and Out of School Activities

Expectations on school visits and out of school activities remain as those for school. In the process of planning and preparation for an off-site visit, various risk assessments will be carried out including general considerations for behaviours on site, as well as specific risk assessments for children who may find it more challenging to behave in line with our expectations in a novel environment. Additional support staff can be requested where necessary and individual risk assessments can also be made.

Bullying and Discrimination

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Whilst it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend and have a safe passage to and from school, free from fear. All incidents are thoroughly investigated and sanctioned if necessary. (See Anti-Bullying Policy).

Leaving the School Premises Without Permission

Every effort is made to safeguard the children in school to ensure they cannot leave the premises. However, if a child leaves the premises without the permission between 08:20 and 15:00, the police will be called. The child's parents will also be immediately informed of the situation.

Exclusions

This can be fixed term or permanent and only the Head (or Assistant head, in their absence) can exclude a pupil/student. Documentation is completed by the admin team and a copy is given to the child's parents/ carers when they collect their child from school.

On return to school from an exclusion, a meeting will be held between a senior leader and the child and their parents to re-establish the expectations for behaviour.

The school follows the Wolds Learning Partnership Behaviour Policy's guidance and statements around exclusions. This is available on the Wolds Learning Partnership website.

Staff

We recognise that it is important to provide emotional support for staff to manage stress or secondary trauma, and to reduce the likelihood of staff burnout. We have a whole school support system for staff to be able to speak to a member of the Senior Leadership Team should this support be needed.



Where staff teach classes which have individuals with particularly challenging behaviour, additional support and monitoring will be provided for the teachers, as well as a robust programme of CPD in line with understanding and managing the child's needs. At all times, we recognise that the success of this – and every school policy - rests on a well-supported, qualified and professional workforce.

Review

Pocklington Junior School's Relationships and Behaviour policy functions as a practice guide and is therefore reviewed whenever issues arise which generate new ways to articulate our approach, and otherwise annually.

Review Date: September 2022

Appendix One



Behaviour Sanction Form

Name:	Date:		
Class:	Time:		
	Issued by:		
	BEHAVIOUR	SANCTION	ACTION
Tick the appropriate bullet point(s) and write details on the back.	<ul style="list-style-type: none"> Being unkind to others Accidental harm to other children during careless behaviour Ignoring staff instruction/advice after one warning Play fighting Disrespectful to school property e.g. breaking rulers, running on benches/planters. Inappropriate behaviour during games e.g grabbing equipment off others, pushing , shouting in temper 	<p>YELLOW CARD All break missed</p> <p>Apology given</p> <p>Parents informed via the office WEDUC system.</p>	<p>Sanction to be issued by: In Class: CT /TA Playtime: CT/TA Lunchtime Play Leaders SLT SLT only consulted if staff issuing sanction feel it needs further investigation to establish facts.</p>
Tick the appropriate bullet point(s) and write details on the back.	<ul style="list-style-type: none"> Deliberate harm – kick, hit, push, scratch, bite, trip etc To include using a weapon to hurt others such as stabbing with a pencil Repeatedly ignoring staff instructions after more than one warning Being rude to staff e.g. using derogatory comments, telling them to shut up, walking off when staff are trying to talk to them, rolling eyes at staff Spitting at others Being dishonest Purposely getting others into trouble Provoking others in order to get a reaction that results in the other person getting into trouble. Deliberately damaging other people’s property e.g. ripping clothing, breaking equipment 	<p>RED CARD All of break and lunch time missed</p> <p>Apology given</p> <p>Parents informed via the office WEDUC system.</p>	<p>Sanction to be issued by: In Class: CT /TA Playtime: CT/TA Lunchtime Play Leaders SLT SLT only consulted if staff issuing sanction feel it needs further investigation to establish facts</p>
Tick the appropriate bullet point(s) and write details on the back.	<ul style="list-style-type: none"> Severe violence, causing injury to others Swearing or homophobic comments (HT to be informed as well as parents) Bullying others including online bullying Deliberately throwing missiles at others/vehicles. Includes throwing stones, sticks, equipment Leaving school premises without permission (SLT to deal with) Forcing a child to do something extremely inappropriate against their will e.g. steal, bully(including online) physical harm to others, abuse, vandalise property 	<p>GREY CARD All of break and lunch time missed</p> <p>Apology given</p> <p>Parents contacted by phone.</p>	<p>Sanction to be recommended by: In Class: CT /TA Playtime: CT/TA Lunchtime Play leader</p> <p>SLT always consulted and they will confirm the issuing of a grey card.</p>