

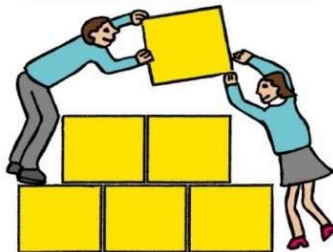


Sprowston Junior School

Building and Working Together

Behaviour & Relationships Policy

**Sprowston
Junior School**



Building and Working Together

1. Policy statement

Sprowston Junior School is committed to creating an environment where exemplary behaviour is at the heart of productive learning, where everybody is read respectful and responsible. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour and relationships policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct or disregulation, and dynamic interventions that support staff and learners.

2. Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To focus on positive behaviours
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- To create a culture where bullying, abuse of any kind or intimidation is not tolerated and where pupils feel safe

3. Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural expectations
- Positively reinforces exceptionally good behaviour
- Promote self esteem and self discipline
- Teach appropriate behaviour through positive intervention & interactions

How will staff behave?

- Staff will set positive examples
- Staff will be calm and consistent
- Staff will be approachable

All staff, every day

- Be welcoming
- Build positive & respectful relationships
- Reward good behavior and work

3 Rules

- Be Ready
- Be Respectful
- Be Responsible

Consistency in practice

- Consistent language; consistent response; simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring 'certainty' and consistent approach at all levels. Staff taking responsibility for behaviour interventions, with colleagues supporting one another as necessary.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours or disregulation.
- Consistent respect from the adults: Even in the face of disrespectful behaviour
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- Consistently reinforce rituals and routines for behaviour
- Consistent environment: consistent visual messages that promote our core values and rules.

All staff

- Meet and greet at the door.
- Refer to 'Ready, Responsible & Respectful'
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and are adapted to meet the needs of all learners.
- Use visual reward throughout every lesson.
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Use agreed scripts and positive phrasing

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.

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing learners with more complex or entrenched negative behaviours
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around their corridor and the site
- Take time to welcome learners at the start of the day

Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

'It is not what you give but the way that you give it that counts.'

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach. This is the first and most important aspect of our reward system.

Managing behaviour in Class

Classroom/teaching space

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or 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 your lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Steps and Actions

- 1) Redirection: gentle encouragement, a 'nudge' in the right direction, small act of kindness
- 2) Reminder: A reminder of the expectations Ready, Respectful, Responsible delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Remind of successes. Use agreed script.
- 3) Caution: A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Use agreed phrases; choice given.
 - a. Gentle approach, personal, non-threatening, side on, eye level or lower.
 - b. State the behaviour that was observed and which rule/expectation/routine it breaks.
 - c. Tell the learner what the consequences of their action is. Use agreed phrases. Refer to previous good behaviour/learning as a model for the desired behaviour.
 - d. Walk away from the learner; allow her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

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- 4) Time Out: Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.

Learners should go to a different area of the classroom or go to another classroom if they need to cool down and/or to defuse a situation. They need a dedicated calm space.

If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room. If appropriate, a staff member will take the learner to a workspace outside the Year Group area.

- 5) Referral: At this point the learner will be referred internally to another area for an agreed period. All internal referrals must be recorded on CPOMs.
- 6) Reparation: With class teacher before returning to class, either briefly as they return to the class or at the next available break. Follow restorative principles and move forward.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

Behaviour targets or Positive Behaviour Management Plan

Behaviour targets or a plan will be implemented where there is a cause for concern e.g. consistent behaviour issues. The class teacher will work with a senior leader to decide on the most appropriate action and these two situations may go hand in hand.

If a Positive Behaviour Management Plan is written for a child, the plan will be shared with parents at an arranged meeting to discuss strategies to improve the child's behaviour. Parents are kept informed of any strategies used to help improve the child's behaviour and whether the plan is working. The plan should be reviewed termly.

All of these matters will be confirmed in writing and recorded on CPOMs . All behaviour plans should be used discreetly and not advertised to others.

For serious breaches of the behaviour policy, the Headteacher has the responsibility for giving fixed-term exclusions to individual children.

For repeated and serious acts of negative behaviour, the headteacher may permanently exclude a child.

Individual Needs

The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour.

In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND;
- if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- planned movement breaks for a pupil whose SEND needs means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism, ADHD etc, as well as being trauma Informed

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

Lunchtime Behaviour

Lunchtime behaviour will come under the same rules as the rest of the school day. If a child is asked to leave the playground and is sent inside, a sanction may be applied, dependent on the behaviour witnessed. All lunchtime behaviours involving one or more pupils in disagreement need to be solved by using restorative practice. Lunchtime behaviours come under the same system as classrooms. At Step 4, a child may need some time out (perhaps outside in a different area). At Step 5, a child may need to leave the playground:

- What happened?
- What were you thinking/feeling?
- Who has been affected and how?
- What do you need so that things could be better?
- What needs to happen to repair some of the harm that has been caused?
- What will you do differently next time?

Role of parents and carers

The role of parents and carers The school aims to work collaboratively with parents and carers, so children receive consistent messages about how to behave at home and at school. We will share with parents the use of Zones of Regulation to support consistent use at school and home.

We encourage parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, using the home-school journal effectively and we inform parents immediately if we have concerns about their child's welfare or behaviour. Individual risk or behaviour plans are discussed with parents.

If the school has to use reasonable consequences to manage a child's behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher and then the chair of the governing body. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness as set out in the Governors' Behaviour Principles Written Statement This statement is not policy or practice, rather it is a statement to set out Sprowston Junior's broad principles and values with regard to behaviour that is both expected and promoted within the school. The governors support the head teacher in carrying out these

guidelines. The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the head teacher has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the head teacher excludes a pupil, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the permanent exclusion decision to the governing body.

The school informs the parents how to make any such appeal. The head teacher notifies the chair of governors and the Local Authority. The governing body has a discipline committee which is made up of between three and five members. This committee will convene to consider any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

Behaviour outside of the school premises

School has the right to sanction a pupil for misbehaviour off the school premises in the following situations:

- Taking part in a school activity
- Travelling to or from school
- When wearing school uniform
- Behaviour that poses a threat or is abusive towards another pupil
- Behaviour that could affect the reputation of the school

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

Behaviour Incidents Online

The same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the

designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

Staff training

All staff are Norfolk 'Step on' trained and two members of staff have been trained to lead training for all staff members. Some members of staff are also 'step up' trained and have been trained in using certain physical interventions.

Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. Staff will use reasonable force in line with Steps training guidance.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Banned/Stolen items

Children are prevented from bringing any 'items' into school that may cause a safeguarding issue, such as 'vapes', 'knives', sharp instruments, alcohol or any form of 'drug'. If staff feel that any such item may possibly be in a child's bag, they reserve the right to search any bag and confiscate items. This is also the case when staff feel that a child may have stolen items in their bag. The Headteacher and staff also have a statutory power to search a pupil themselves if they have reasonable grounds to suspect a pupil has a prohibited item in their possession.

Mobile Phones

Mobile phones should not be used on school premises and handed in to staff so they can be kept in a locked cupboard. Mobiles should only be brought to school if a child is walking home on their own. If a mobile is brought to school for any other reason, it must be agreed with a class teacher first.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. He/she also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

See also:

- Accessibility Policy

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- Anti-Bullying Policy
 - Touch Policy
 - Single Equality Policy
 - Special Needs Policy (cluster)
 - Home-School Agreement
 - School Information Report

This policy will be reviewed annually by the Headteacher and Governing Body.

Last Review: July 2025

Appendix 1:

Classroom Behaviour Steps...

Redirect ion	Gentle encouragement, a 'nudge' in the right direction, small acts of kindness.
Remind er	A reminder of the expectations Ready, Respectful, Responsible delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
Time Out	Give the learner a chance to reflect away from others. Maybe elsewhere in the room. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so. Record on CPOMs if behaviour needs noting
Referral	At this point if the learner is still disruptive, the learner will be referred internally to another room in the department for the remainder of the lesson or for a longer period of time. All internal referrals must be recorded on CPOMs
Reparati on	With class teacher before returning to class, either briefly as they return to the class or at the next available break. Follow restorative principles and move forward.

All incidents of step 5 or above need recording on CPOMs. Incidents below step 5 will depend on the individual situation. There may be a need to record incidents to build a picture of behaviour over a period of time.

Appendix 2:

Rewards

We have a number of awards systems in place to support the children's good behaviour and positive attitudes:

House-point system – leading to individual certificates and team trophies

Marvellous Me - Thumbs up and stickers sent directly to parents

Feel Good Friday – Weekly recognition with postcard home

Gold day – Gold star on Marvellous Me, 2 house-points.

Value of the half-term – sticker given to recognise the value seen

Top Table – Chosen for good behaviour in the dinner hall (drawn in assembly)

Treat Friday – Recognition from the SLT of excellent attitude and effort and an afternoon break with one of them (not weekly)

Recognition of good attendance or improving attendance – attendance wheel in assembly

Classes also have their own rewards for behaviour in the classroom.

Appendix 3:

Scripts can help to de-escalate behaviours.

Example of script in context:

1. Use the pupil's name
2. 'I'm here to help'
3. 'Talk and I'll listen'
4. 'I can see something has happened...'
5. 'Come with me and (provide something positive to do) ...'

Examples of scripts to disempower behaviours that challenge:

- You can listen from there.
- Come and find me when you come back.
- Come back into the room when you are ready.
- That's an interesting idea, thank you for sharing.
- I can hear you are passionate about that.
- Ask for help if you need it. I'm happy to help you.

'WIN' (What If Needs) script:

WIN script is a tool to help us understand the needs and triggers behind challenging behavior, offering guidance on responding effectively.

Examples of WIN script include:

- I can see something has happened...
- I'm wondering if...
- I noticed that...
- I imagine...

Scripts should always be adapted to appropriately meet the age, stage and individual needs of the pupil and may include visual support

Examples of Positive Phrasing

Child leaves room: 'I'm here to help when you are ready'. (do not try to engage in conversation). Keep tone of voice clear and calm and facial expression neutral

Child kicking a chair: 'It's okay to be frustrated but not okay to kick chairs, thank you'. Keep tone of voice clear and calm and facial expression neutral. Intervene at this point if foreseeable risk of harm from kicking to other pupils – guide to calm room with a guided shoulder hug. Use a supportive SCRIPT as required. 'We are keeping you safe'.

Refusing to work: Remind that you are here to help and offer a 'way out' through limited choice. SCRIPT: e.g. 'Your choice. Question 4 or 5 next? We can use this method to help....'

Pushing pens off table: Positive phrasing. SCRIPT: 'Pen on the table and still, thank you' Sometimes distraction can work – a few minutes talking about interests e.g. Ashley's pet cat (Benji) or cakes they've made recently before refocusing on the task

Using ZoR strategies to communicate feelings and to regulate when feeling anxious SCRIPT: 'Thank you for sharing how you feel. What would help right now?' SCRIPT: 'Ashley, you managed your feelings really well'

Staying in seat: Set small achievable targets for Ashley which break down the task and help them to quickly see success. Praise effort, rather than outcomes. SCRIPT: 'Ashley, I can see how much effort you are putting in, well done' Add to Achievement Book.

BEHAVIOUR THAT CHALLENGES

Leaves the room / does not attend lesson

If safe to do so, adult to observe from a distance. Communicate via radio to office and pastoral staff to keep sight of Ashley without needing to follow. Change of person can help here – Mr Wilson if possible. If in earshot, SCRIPT: 'I'm here to help when you are ready'. (do not try to engage in conversation). Keep tone of voice clear and calm and facial expression neutral.

Kicking chairs with pupils on

SCRIPT: 'It's okay to be frustrated but not okay to kick chairs, thank you'. Keep tone of voice clear and calm and facial expression neutral. Intervene at this point if foreseeable risk of harm from kicking to other pupils – guide to calm room with a guided shoulder hug. Use a supportive SCRIPT as required. 'We are keeping you safe'. If Ashley drops to the floor, step away and monitor, evacuate the other pupils as behaviour usually escalates at this point.

Swearing towards staff who give directions

Do not address this in the moment, address later when appropriate.

Not engaging with lesson

As soon as paying attention or starting task, give subtle recognition e.g. 'Thank you' in a quieter voice or a non-verbal sign (thumbs up can work well with Ashley)
Behaviours that harm: What we will say and do to best

BEHAVIOUR THAT CAN HARM

Pushing pupils/adults

Pre-empt this behaviour, keep cloakroom area clear Give clear direction. SCRIPT: STOP. MOVE AWAY. Guided arm hug can be used at this point if pushing continues (will usually be to push past peers/adults) – take Ashley to the calm room. SCRIPT: 'We are keeping you safe'.

Climbs school gate / leaves school site

2 staff will be needed. 1 adult to monitor, other adult on foot with the aim of getting ahead of Ashley. If needed, member of SLT can follow in car (from a safe distance, ahead if possible) Call mum and dad – one to come to school, one to stay home. It is important that Ashley is returned to school and not remain at home if that's where they go. Notify police if lose sight of Ashley off of school site.

The SJS Step Behaviour Plan

