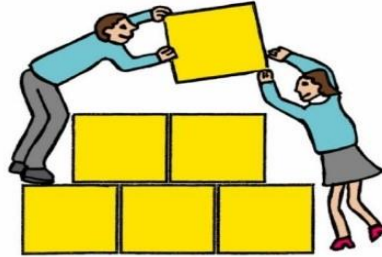

**Sprowston
Junior School**



Building and Working Together

Behaviour & Relationships Policy

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 and dynamic interventions that support staff and learners.

Aim

- 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.

Purpose

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
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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
- 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 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.

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.

- 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 only stand outside classrooms, 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.

Behaviour Plan

The behaviour plan stage will be implemented where there is a cause for concern e.g. consistent behaviour issues. The learner will be allocated a senior leader mentor who will lead on the behavior plan work:

Support and if necessary facilitate the Reparation Meeting between the member of staff and learner.

- Develop an appropriate action plan with the learner
- Monitor and review and mentor using the action plan
- Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves
- Learners must be given a second chance to achieve the targets agreed on the action plan after the verbal warning
- Work closely with parents to explain the reasons why a plan has been put into action and to share progress on the plan.
- Ensure incentives are in place to help change behaviours

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.

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 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 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.

Special Needs

Some children need additional support to manage their own behaviour. Some may have a disability which affects their ability to do so. Children with emotional and behavioural difficulties will generally be supported through our SEN/Inclusion policy and procedures. A child may have targets on an 'individualised education plan' alongside support from outside agencies to help them in this area.

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:

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

This policy will be reviewed annually by the Headteacher and PAC committee.

Last Review: Summer 2022
To be reviewed: Summer 2023

Appendix 1

Classroom Behaviour Steps...

1.	Redirection	Gentle encouragement, a 'nudge' in the right direction, small acts 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.
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.
4.	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
5.	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
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.

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
- Class Champion/Feel Good Friday – Weekly recognition with postcard home
- Gold Day – Stamp in home-school diary, 2 house-points and weekly draw for 'Gold Cooking'
- Value of the Half-term – sticker given to recognise the value seen
- Top Table – Chosen for good behaviour (drawn in assembly)
- Treat Thursday – Recognition from the SLT of excellent attitude and effort and an afternoon break with one of them
- Classes also have their own rewards for behaviour in the classroom.