

Nevill Road Junior School



<b>Title</b>	<b>Positive Relationships and Behaviour Policy</b>	<b>Version</b>
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## Positive Relationships and Behaviour Policy

### Introduction:

Our Bee Rules (Be Safe, Be Responsible, Be Respectful, Be Ready) underpin our high expectations of behaviour and attitudes. The rules have been coproduced by the children with respect being a key aspect to life in school, in order to challenge stereotypes and the use of derogatory language in lessons and around school. Positive relationships between all stakeholders is promoted through our restorative approach ethos.

### Our Aims:

- To ensure a safe, caring and happy school.
- To ensure appropriate behaviour and language throughout the school
- To encourage and praise effort in both work and behavior.
- To ensure a whole school approach to behavior management is used consistently by all the staff using a restorative approach.
- To ensure that parents and carers are informed and are aware of the schools positive behavior support approach.
- To provide a system of rewards to encourage positive behavior and respect towards others.
- To consistently reinforce Fundamental British Values
- To promote good citizenship.
- To promote self-discipline and wellbeing.
- To prevent bullying.

### Our whole school Restorative Approach

Restorative Approach is an inclusive ethos that gives everyone within the school community the opportunity to build, repair and maintain relationships by building on values such as:

*honesty, respect, individuality, equality, empathy, accountability and responsibility.*

The approach works through using a set of questions based upon **Five Themes** which allow children and adults to talk through a problem with a view to restoring relationships .This does not mean that sanctions are not used but it does allow children to learn from their mistakes and develop life long skills to prevent conflicts from reoccurring. The approach originated in the Criminal Justice System to mediate between victims and Offenders with huge success. Now these skills are being taught in many schools with the same positive results. Weekly Circle Times ensure that each child a more valued and committed member of the class. Circle Time can also be used to discuss School Council issues.

Our Bee Rules are regularly reviewed and coproduced by the children with our School Council and Restorative Ambassadors taking the lead to promote good behavior and support others.

***Be Safe***

- To listen to and follow instructions.
- To play in safe areas of the playground where an adult can see you.
- To walk in school.
- To keep your hand and feet to yourself.
- To stop when the whistle blows and line up safely.
- To remember not to slide tackle.
- To sit properly on chairs – all four feet.

***Be Responsible***

- To look after school equipment and property.
- To make good choices and always be honest.
- To use your best presentation in all lessons.
- To keep your classroom and cloakroom tidy.
- To complete your homework every week.
- To throw away your litter in the bin.

***Be Respectful***

- To be kind and help others.
- To respect other's differences.
- To listen and always follow instructions.
- To respect school property.
- To use good manners and wait your turn.
- To remember that we are a TEAM.

***Be Ready***

- To arrive at school on time.
- To come in to class ready to learn.
- To remember your equipment for the day.
- To write the LO quickly and underline.

**Rewards**

Through whole school assemblies and Circle Times, staff talk to children about what these rules mean and how to recognise these behaviours in themselves and others. Positive behaviour is recognised through awarding raffle tickets (twice weekly draw), whole class Bee points to earn a privilege chosen by the class, weekly School Council Bee Rule certificate, Always Children postcards and the kindness cup (chosen by the children).

**Procedures to follow if rules are broken**

We believe that we all learn through making mistakes and support children to make good choices when a Bee Rule has not been followed. We have a clear set of guidelines which show children what will happen if they do not follow our behaviour expectations but with support to turn their behaviour around and make good choices.

**Steps to be followed – Classroom behaviour**

1. Remind the child individually of your expectations and which bee rule they are breaking, two warnings given.
2. You have 2 choices, if you make a good choice this will happen (explain to the child the benefits of making a good choice) or if you continue not to follow the school rule you will be asked to go to your buddy class for 5 mins.
3. STOP and THINK (restorative sheet during break)
4. Member of staff to follow up with a restorative meeting to reflect upon behaviour and repair relationships if needed.
5. If behaviour continues or is physical, racist, homophobic, bullying, sexual harassment a red card is issued and reported to the Phase Leader as soon as possible. The child will then attend 'reflection time' during their lunch hour, where a reflection sheet will be completed with a member of the SLT. Headteacher and parent / carer will be informed and the red card logged onto the behaviour tracker (monitored termly).
6. Phase Leader – report card after 5 reflections (parents will be informed after 3 to inform them that behaviour needs to improve and to offer additional support strategies e.g. learning mentor referral)
7. DHT / HT to monitor behaviour if on report for more than one week.
8. Parents contacted to discuss further actions that may need to be put in place e.g. referrals to BSS, HYMS, Primary Jigsaw.
9. Parents contacted and invited into school for a discussion with the Headteacher on strategies to improve their child's behaviour and that an internal exclusion is being considered.
10. . Fixed term or permanent exclusion.

**Steps to be followed – Lunchtime behaviour**

1. Remind the child individually of your expectations and which bee rule they are breaking, two warnings given.
2. You have 2 choices, if you make a good choice this will happen (explain to the child the benefits of making a good choice) or if you continue not to follow the school rule you will be asked to go to reflection.
3. If behaviour continues or is physical, racist, homophobic, bullying, sexual harassment a red card is issued and reported to the Phase Leader as soon as possible. The child will then attend 'reflection time' during their lunch hour, where a reflection sheet will be completed with a member of the SLT. Headteacher and parent / carer will be informed and the red card logged onto the behaviour tracker (monitored termly).
4. Phase Leader – report card after 5 reflections (parents will be informed after 3 to inform them that behaviour needs to improve and to offer additional support strategies e.g. learning mentor referral)
5. DHT / HT to monitor behaviour if on report for more than one week.

6. Parents contacted to discuss further actions that may need to be put in place e.g. referrals to BSS, HYMS, Primary Jigsaw.
7. Parents contacted and invited into school for a discussion with the Headteacher on strategies to improve their child's behaviour and that an internal exclusion is being considered.
8. . Fixed term or permanent exclusion.

## **Exclusions**

In some circumstances it may be appropriate for a pupil to be excluded from the rest of the class for a period of time. This may take the form of an internal or external fixed-term exclusions. Internal exclusions can take place immediately and allow the pupil to have some reflection time while they work in an alternative space with 1:1 supervision. Work is provided for the pupil.

Internal exclusions may be appropriate for persistent, low level disruption or refusal to work in lessons or in an instance where there has been an altercation with another pupil/adult, to allow for a period of calm. Restorative discussions will always be used with the purpose of reintegrating the pupil with their class.

Fixed term exclusions are only used in extreme circumstances where there is compelling evidence that a pupil has intended causing harm to another person or object. External exclusions can only be authorised by the Headteacher or Deputy Headteacher in the absence of the Headteacher. Work will be sent home with a written explanation of the reason for the exclusion plus the process for reintegration. Restorative discussions will be integral to the exclusion process. The Governing Board and LA will be informed of a fixed term or permanent exclusion.

## **Use of Reasonable Force**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. (DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control and Restrain Pupils.)

Positive Handling Plans (risk assessments) may be used for individual pupils and staff are made aware of these. All staff are Team Teach trained as soon as possible after appointment.

All physical interventions must be reported to the Headteacher.

## **Confiscation**

Staff will only confiscate an item if it poses a physical threat to others, is an illegal object, a health or safety threat.

Our aim is to create a happy and safe environment, where all stakeholders are valued and feel able to contribute. Our Code of Conduct aims to clarify expectations and develop consistency across school.

**All stakeholders will:**

- Be kind
- Show respect for one another;
- Show tolerance of and respect for the rights of others, whilst upholding British values;
- Have regard for the ethos, policies and procedures of the school;
- Ensure the safety and wellbeing of all;
- Take care of the school and everything in it;
- Treat others as they wish to be treated.

**A child at Nevill Road will:**

- Be kind and follow the Bee Rules
- Be respectful, friendly and understanding; polite, well behaved, and helpful;
- Be truthful and trustworthy;
- Listen, be focussed, try hard and be ready to learn;
- Follow instructions and have good manners;
- Be kind, caring, accepting and inclusive, encouraging other children to join in activities;
- Be able to tell anyone about any issue, knowing that they will be listened to;
- Treat other people fairly;
- Develop confidence and resilience;
- Learn from their mistakes.

**An adult at Nevill Road will:**

- Be kind, smile, laugh, be cheerful and enthusiastic;
- Promote a love of learning through their enthusiasm and use of engaging activities;
- Be consistent, treating people equally and fairly;
- Be respectful and supportive; understanding and encouraging; caring and nurturing;
- Make people feel comfortable and able to take risks;
- Give praise, be patient and not shout; trust and believe others;
- Listen to any issue brought to their attention and fully investigate it;
- Be fair, give appropriate warnings and respond rather than react;
- Set high expectations of all children.
- See the positives in all; help weaknesses to be overcome; and set appropriate challenges for every individual.

**A parent of a child at Nevill Road will:**

- Be kind and follow the Respect Charter
- Engage in a positive 2-way partnership with school, in order to aid the child's development;
- Support the aims and ethos of the school;
- Communicate in a timely and appropriate manner if issues arise.

**Together Everyone Achieves More**