

Buxton Junior School



Positive Relationship Policy (Behaviour Policy)

This policy was agreed by the Governing Body:

Signed by: (Chair of Governors)

Date:

Minute Number

Date for Review:

Our principles

Buxton Junior School is an Attachment and Relationship Aware School. We believe that positive, consistent, defined relationships between all adults and children are the root of positive behaviour and attitudes to learning.

We believe that all behaviour is a communication of an emotional need whether conscious or unconscious and that we need to respond accordingly. We will strive to take a nonjudgemental, curious and empathic attitude towards behaviour. At Buxton Junior School, all school adults will respond to poor behaviour in a way that focusses on the feelings and emotions that might drive the behaviour.

We believe that, as adults, we should always model calm, controlled and caring behaviour and focus our attention first on children who are behaving well. We look to highlight and formally recognise behaviour that goes above and beyond the minimum standard which we reward with a simple thank you. We make our expectations explicit through clear routines and our Behaviour Curriculum and have three rules which are referred to in every discussion about conduct.

We believe that all children from an early age, need to be taught how to behave by adults both at home and at school so that they master self-regulation, kindness, manners and determination. We make these skills explicit in school through our three rules which are regularly reinforced and covered in detail when children start at Buxton Junior School as we teach the Buxton Junior School Behaviour Curriculum.

Our three rules are that every child should be:

- Ready
- Respectful
- Safe

All conversations with children about behaviour will refer back to these three rules.

Modelling positive behaviour as adults is crucial. As adults we will:

1. Show children we have regard for them as individuals by welcoming them by name and with a smile every morning.
2. Teach children what good behaviour looks like by setting clear routines and expectations.
3. Recognise good behaviour publicly and inappropriate behaviour privately.
4. Respond consistently with the same routines, recognitions, language and sanctions.
5. Remain calm and assertive when managing inappropriate behaviours.

Recognising positive behaviour

We expect children to be 'Ready, Respectful and Safe' at all times and also expect them to demonstrate our shared values. These 6 values are also reported against in every child's annual report.

- Respect and politeness
- Positivity
- Trying your best
- Co-operation and kindness
- Responsibility and honesty
- Curiosity

A simple thank you: All staff should look to thank children for positive conduct wherever possible as this highlights to all children that this is the positive behaviour that we are looking for.

Recognition boards: These should be used to highlight children who are going 'above and beyond' in modelling a behaviour or value, e.g., active co-operation or kindness. Children demonstrating behaviours which we expect of all children should not be recognised in this way as this is the minimum expectation, a simple thank you will suffice.

Recognition cards: When a child's behaviour has been exceptional – a role model for others – a message may go home to celebrate this effort. Again, these should not be given out for behaviour which we expect of all children.

Phone call or ParentHub message home: This is another powerful way of celebrating success with parents and carers.

Hot Chocolate Fridays (Choc Ice Fridays in the summer): A way of recognising children who have gone 'above and beyond.' Teachers may nominate one child per class per week, and these children will be celebrated in Friday's assembly.

V² Awards: Children who have been ready, respectful and safe all week and who have also gone 'above and beyond' when demonstrating one or more of our shared values consistently all week, will be awarded the V² Award in Friday's Celebration assembly.

House stars for 'above and beyond' and good learning behaviour: These stars are displayed in the child's journal and a star stamp is displayed within class on the 'House Stars' charts and counted every week. The winning house team each week will earn the opportunity to use the playzone and trim trail during break times on Fridays.

A prize from the class box: When children have earned 30 star points in their journals, they can choose a prize from the box in their room.

Marble Treat Jars: All classes have marble jars in their rooms and children can earn marbles for the pot in order to receive a class treat.

Routines

So that every child knows the routine for all common activities, staff will:

1. Teach the children routines explicitly using 'The Buxton Junior School Behaviour Curriculum'.
2. Insist that these routines are followed by every child, every time, so that the high standard becomes habit.

Managing inappropriate behaviour

1. All staff should follow the same steps when managing inappropriate behaviour.
2. Adults will always be calm when managing inappropriate behaviour, considering their body language and using words carefully.
3. Some children with specific needs which may impact on their behaviour will require separate, personalised steps, agreed with the SENCO.
4. Conversations to address inappropriate behaviour should be done as privately as possible.

Cycle of sanctions during learning time (see below for useful scripts)

1. Caution (only one given):

- a. Firstly, praise another child who is following the rule
- b. Assertive expectation 'I expect you to now...'
- c. Specify behaviour which needs to change
- d. Refer back to 'Ready, Respectful, Safe'
- e. Remind child of when they were successful
- f. Presuppose success 'Thank you for now doing this.'

2. Consequence

Tell child you will see them at the end of the lesson to discuss. **(Even if behaviours improve, this time cannot be earned back.)**

Discuss with child what happened and how it could be avoided in future at the end of the lesson.

If inappropriate/unacceptable behaviour persists:

Remind child of consequence of choice (i.e., working in another classroom for five or more minutes).

3. Time out (length flexible)

- a. Inform the child that they have chosen to keep breaking a school rule and this has a consequence.
- b. Child sent to partner class (with work) for defined amount of time or remainder of the lesson.
- c. Conversation at the end of the lesson to discuss what happened and how it could be avoided next time.

4. Imposition (for when work has been missed) if appropriate:

- a. Send work (paper copy, not book) home with child to be completed at home with note explaining that this needs to be completed as learning time was missed as a result of poor conduct.

What to do if a child refuses or their behaviour places themselves or others at risk; if the first three steps have been completed and a child is refusing to leave the classroom or they are disrupting learning:

- a. Remind the child that their choices are disrupting others and they must now follow instructions.
- b. Walk away and allow 30 seconds – 1 minute of ‘take up time’.
- c. Ask the child again to follow the instruction, telling them that refusal will result in a member of SLT being called to help them make the right choice.
- d. Send ‘Adult Needed’ card to office (don’t bring child). If the child is placing themselves or others at immediate risk, do this immediately.

Repair conversation

- a. Takes place when the child is calm, in private.
- b. Can be short for minor breaches or may be longer when there have been refusals or if behaviour had become dysregulated.
- c. Focuses on reflection and restoring relationships (not blame or further punishment).

Cycle of sanctions during break / dinner times:

1. Listen to the problem: When you haven’t seen the alleged incident (which accounts for most incidents at break/lunchtimes):

- a. Ask each child to ‘tell me what happened’. Ask each child not to interrupt each other. Make sure that everyone involved gets a chance to talk. Ask who else saw what happened and speak to them as well.
- b. Make sure that your body language and voice is neutral.
- c. Having heard all viewpoints, summarise what happened and ask if everyone agrees with this version of events.
- d. Most children just want to be heard, so please invest time in listening.
- e. For minor disagreements (arguments over games, miscommunications etc.) offer advice about how to move forward. For accidental trips etc., suggest an apology might help.

2. Reminder: When a child or group has made a poor (although not deliberate) choice:

- a. Link back to ‘Ready, Respectful, Safe’.
- b. Remind the child of when you saw them playing well.
- c. Ensure this is delivered privately away from the group.

3. Caution: When a child or group has repeated a poor choice:

- a. Remind the child of the rule broken.
- b. Explain the ‘time out’ consequence if the conduct continues.
- c. Tell the child to think carefully about their next choices.

4. Time out consequence (after reminders/cautions, unless someone has been deliberately hurt):

- a. Tell the child that they now need some time to think about their choices.
- b. Ask them to sit on a bench with you for 2-5 minutes.
- c. Talk to them about what happened to lead up to this.

5. Repair:

- a. Before letting the child leave the bench, have a quick conversation about how they will make successful choices.
- b. End the conversation positively.

Mobile phones in school

Our ambition is to be a smartphone-free school so mobile phones are not encouraged but we recognise that there may be times when parents/carers want their child to have their phone in school. Our policy states that children must turn their phones off on entering the school site and place them in their bag. Once in the classroom, children must hand their phones in to the class teacher. At the end of the day, the class teacher will give back the mobile phone, but children must keep it turned off and inside their bag until they leave the school site. Parents/carers of children not adhering to this rule on more than one occasion will be contacted to discuss their child's mobile phone use.

Useful scripts for the stages above

Useful scripts for reminders (no set number, praise other children who are exhibiting behaviour, link to RRS, as private as possible, distract)

'I'm very impressed by how well (another child) is doing with X. Thank you so much.'

[Name] Are you okay?

'I can see you are struggling with X. How can I help?'

'Do you remember that one of our rules is X? Thank you for doing Y.'

Useful scripts for cautions (only one given, 10 second 'drive-by', private, firm, explain sanction, walk away)

'{Name} You know X is one of rules. Doing Y is breaking our rule because...'

'I expect you to...'

If you make this [positive] choice, then [explain positive outcome]. If you continue with Y then [explain consequence i.e., last chance]

I know you'll make the right choice.

'[Name], I notice that you are ... (specify unwanted behaviour)'

'It was the rule about being [RRS] that you broke'

'If it continues then you will have chosen to [go to another class, sit on bench for x mins]'

'Do you remember when you [highlight example of the child succeeding in following the rule] – that is who I need to see today.'

'I know you can succeed'.

Walk away to give 'take up time' and to avoid negotiation or shift of blame.

Useful script for consequence/time out and discussion (if dysregulated, a child may need a walk with another adult, a trip to the water fountain, if PE or break, 5 mins thinking time on a bench)

[Name] you have chosen to keep [name rule broken]. You now need to go to ... for ... minutes.

'We will discuss this at the end of the session'

When the child returns from time out or the next session, they return to the caution stage e.g., no more reminders will be given, he/she will be expected to follow our ready, respectful and safe code immediately.

Useful script for repair. This is the MOST IMPORTANT part of the process, using emotion coaching skills.

(See Appendix 2)

1. 'What happened?' (If the child is not ready to talk, postpone the meeting for a minute or two or a set time.)
2. 'What were you thinking/feeling at the time?' 'On a scale of 1-10, how angry were you?'
3. 'What have you thought since?'
4. 'It's not okay to...'
5. 'How did this make other people feel?'
6. 'Who has been affected?'
7. 'How could we do things differently next time? What can we do to make things right?'

Safe space at lunchtime

We have established a safe space for children who may find the unstructured nature of lunchtimes more challenging and who require a more nurturing environment. Staff may direct children to this space or children may choose to use it. It will always be staffed by an adult who is trained in the emotion coaching skills which may be required.

Recording of cautions and time outs

If children received cautions and consequences during lunchtime that the class teacher needs to be aware of, this will be recorded on Arbor by the adult involved or discussed with the class teacher before registration.

Severe behaviour

It is possible that there may be circumstances where careful adherence to the routines above has failed to be effective. Such cases will be treated on an individual basis.

If a child engages in any of the following severe behaviours, the above stages (at learning time or break/lunchtime) can be bypassed and the staff member may choose to immediately send for a member of SLT.

- Hate speech.
- Verbal abuse or swearing at an adult.
- Bullying (as defined in our Anti-bullying Policy).
- Extreme behaviour e.g., violence towards adults or children, running away, vandalism, deliberately dangerous activity.

Staff should remain neutral in body language and tone of voice, not arriving at a conclusion about what has happened if this is not clear. Staff should record these incidents on Arbor.

The class teacher, support staff, Senior Leadership Team and outside agencies will work together to support improvements in behaviour. It will be the responsibility of the class teacher to keep all staff informed of the strategies adopted to ensure consistency for the child.

The following strategies will be considered:

- Arranging a meeting with all involved adults, including parents/carers, to draw up a Support Plan which will be reviewed regularly.
- Designation of a member of the Senior Leadership Team to be the first point of contact in exceptional circumstances.
- Limit access for the child to whole class teaching on a planned basis.
- Removal of the child from their usual class for a planned period of time.
- Extra one-to-one support.
- SENCO to advise and class teacher to plan appropriate differentiated work.

- Daily plans and targets with appropriate rewards.
- Extra training for staff.
- Involvement of the Local Authority ISAT. (Inclusion Service Advisory Teacher)
- Application for Inclusion Funding or an EHCP in the longer term, if appropriate.
- Liaison with parents/carers, at least weekly.
- Additional use of the Home / School Journal.

Where there have been single and/or repeated incidents resulting in a serious breach of our Positive Relationships (Behaviour) Policy, the sanction may be a temporary exclusion (suspension) or a permanent exclusion. Please see our Exclusion and Suspension Policy.

Persistent poor conduct:

If a child is repeatedly receiving cautions, and consequences, then this pattern needs to be addressed through closer monitoring and re-focusing the child on the positive outcomes of positive choices. This will involve being placed on a daily monitoring system shared with parents or carers. This will be completed for every session showing good choices and poor choices.

This may be used by staff as a way to manage, monitor and improve behaviour and may complement the child's IEP, Behaviour Plan or SEND Learning Plan.

The purpose of this is to:

- give a complete picture of regular patterns of poor behaviour from individual children.
- ensure that there is a written record kept over time that can be used in discussion with parents and carers and outside agencies.
- ensure that children are made aware that all staff know of their transgressions and are motivated to modify their behaviour.
- give children a clear indication of how they are behaving (failing to keep the rules).
- set clear, achievable targets which children should meet and then rewarding success in staying on target.
- give staff the opportunity to praise and reward children who succeed in changing and improving their behaviour.
- give the child instant feedback after a short period of time.

At the end of each day the child will bring this to the Headteacher or member of SLT to discuss how the day has been. This will look to celebrate the positives as well as discussing poor choices.

At the end of the week this will be sent home to the parent or carer.

This policy links to our PSHE curriculum and the following policies:

- Exclusion and Suspension Policy
- Anti-bullying Policy
- Exclusion Policy
- Physical Intervention Policy
- Equality Policy
- SEND Policy
- Health and Safety Policy
- Child Protection Policy

Useful resources that have informed the writing of this policy:

- [Behaviour in schools – advice for headteachers and school staff. DfE January 2022](#)

- Derbyshire Virtual School Attachment and Relationship Aware Schools Programme 2021 – 2022
- Settling to Learn – Louise Bomber and Daniel Hughes
- Fear is the Mind Killer – Dr James Mannion and Kate McAllister
- What about me? – Louise Bomber
- When the adult changes, everything changes – Paul Dix
- Running the Room – Tom Bennett

Emotion Coaching at Buxton Junior School

Emotion coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'.

There are 3 steps to the emotion coaching process:

Step 1. Recognising the feelings, empathising and naming emotions.

It is important that an adult comes alongside a child who is experiencing a strong emotion. They need to establish a calm rapport with the child so that they can begin to attune and coregulate with them.

This will include:

- Establishing eye contact
- Displaying sympathetic body language
- Using a calm and measured voice

By doing these things you establish the emotional tone in the situation. This is essential before any teaching and co-learning can happen. The best gift you can give to another human is to stay with them in their emotion and hold that emotion with them.

Step 2. Validating and labelling

When the child is ready, the adult then helps to identify the emotion and name it. The adult never tells the child directly what they are feeling but uses one of the following to suggest how they might feel. Naming an emotion can help to soothe a child and helps to build their vocabulary for different feelings. An adult can set a good example by naming their own emotions and talking about them

- I saw..... (or) I noticed....
- I can hear in your voice that you might be feeling.....
- I can sense that you are feeling [emotion]....
- Your face is telling me that...
- I wonder if you feel.....
- I imagine that feels..... It sounds to me that you might feel.....
- Tell me about that?
- Are you saying that
- It sounds to me like you feel.....because.... Is that right?
- How does that make you feel?

Step 3. Setting limits on behaviour (if required)

It may be necessary to make it clear that certain behaviours are not acceptable and sometimes it is necessary to use a very clear limit on how the child expresses their emotions. It isn't the emotion itself that needs to change but rather how

they are expressing it. There may have been a goal that the child was hoping to achieve with the behaviour. It is good to identify this but make it clear that the behaviour was not acceptable.

- It's okay to feel how you feel. It is not okay to ____.
- These are the rules we have to follow to keep everyone safe. Doing _____ is not ok.
- You can't behave like that even though you feel annoyed because it's not safe.

Step 4. Problem solving with the child

This can only happen once the child is calm and relaxed and in a rational state.

You can then begin to explore the feelings that gave rise to the behaviour incident remembering that all feelings are okay, but we have choices about how we respond. Following this, we can then begin to scaffold alternative ideas and actions that could lead to more appropriate and productive outcomes. Adults should trust them to come up with ideas and should avoid jumping in with their own ideas unless the child is finding this tricky. This helps empower the child to believe they can overcome the difficulties and manage their own feelings and behaviours.

Useful scripts for self-talk. These are mantras that can be reinforced with children.

- I can choose to walk away
- I can stop myself
- I am ok
- I am in control of myself
- I can choose to be calm

Useful techniques for regulating

- Hand clapping
- Clenching and releasing fists
- Focussed breathing (in for 7 and out for 11)