



Policy	Behaviour and Relationships Policy
Signed: Head Teacher	
Signed: Chair of Governors	
Date	
Review Date	

Long Buckby Junior School **Behaviour and Relationship Policy**

Aims and Expectations

- It is a primary aim of our school that pupils, staff, governors, parents/guardians and visitors feel valued and respected, and that each person is treated fairly and well. The school behaviour and relationships policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.
- To help children to grow in a safe and secure environment, and to become positive, responsible, resilient and increasingly independent members of the school community with a positive sense of self-esteem.
- To promote and praise good behaviour and positive relationships; and challenge inappropriate behaviour when it arises.
- Work with those children who need help in how to form positive relationships and understand how their behaviour can impact upon their ability to do this.
- To develop a level of self-discipline and acceptance of responsibility for themselves and their own actions within the children at the school.
- The school makes it clear that it will not tolerate inappropriate language, bullying, violence or racial /sexual harassment. There will be no toleration of any form of bullying including; racial, religious, cultural, SEN of any form related to medical, social, physical or mental conditions and sexual orientation.

Underlying Principle

At Long Buckby Junior School we use Emotion Coaching to instill high empathy and high guidance amongst children. The approach focuses on 'connecting before correcting' allowing staff to validate children's feelings, teach emotional literacy and problem solve challenging behavior. Staff use active listening and role modelling to Emotion Coach.

We are trained to use the five steps integral to Emotion Coaching:

1. To be aware of a child's responses
2. To recognise emotional times as opportunities for intimacy and teaching
3. To listen empathetically and validate a child's feelings
4. To help a child to verbally label emotions. This helps to soothe the nervous system and promote recovery rate. Staff will use words to reflect back a child's emotions.
5. To set limits while helping a child to problem-solve

Approaches to Developing the Skill of Positive Behaviour and Relationship Building

At Long Buckby Junior School we take a three tiered approach to developing the skill of emotional regulation, positive behavior and relationship building in the children.

Tier 1

Tier 1 is for those children who already show a high level of skill in managing their behaviour, feelings and who can also form positive relationships with both their peers and adults. These children would be able to follow the school's reward and consequences system without the need for any intervention.

Tier 2

Tier 2 is for children who are struggling with managing their emotions, behaviour or struggle with forming appropriate relationships. These children may have:

- Started to appear in the behaviour log book more frequently over a short period of time;
- May have a diagnosed condition which necessitates a form of in-school intervention;
- May have had a change in personal circumstances which has affected their behaviour and ability to form and maintain positive relationships.

Emotion Coaching underpins a range of interventions that will be used with these children operating at Tier 2. These could include:

- Meet and Greet
- Pre-learning in lessons
- Small group work with the Learning Mentor with activities based around social skills programmes.
- 1:1 work with the Learning Mentor on more specific tasks based on the above.
- Time out
- Time in
- Checking in with a named adult.

The intervention used would depend upon the individual needs of the child.

Tier 3

Tier 3 is for those children whose needs go beyond the expertise of school staff and external advice is needed. A programme will then be designed based on the outcomes of any advice or assessments completed.

The school's Sex and Relationship Policy contains more information about how the school works with children to teach them about positive relationships and keeping themselves safe.

Whole School Procedures

Whole School Rules

The basic premise of the school is that all children should adhere to and follow the agreed rules to ensure positive relationships within school. The principle of Emotion Coaching emphasises the importance of setting limits for behaviour, ensuring children are aware of behaviours that are not accepted. Our school rules form these limits. These rules are:

- *I will be honest and always tell the truth.*
- *I will be kind and helpful.*
- *I will always try my best.*
- *I will look after all property.*
- *I will listen to others.*

At the beginning of each year the rules are discussed with the children and illustrated. These rules will be used consistently in order to make our school a happy and safe place.

Whole School rewards System

- The main reward during lessons is the award of a merit.
- Points can also be awarded on a class 100 square for whole class rewards. When the 100 square is complete the class are awarded a treat. The Class Treat should not be

more than 30 minutes in duration and should be supervised by the class teacher at all times due to its potentially unstructured nature. There is an expectation that Class Treats are earned and valued by the children, therefore they are no more than once a week unless exceptional circumstances have been agreed by a member of the Senior Leadership Team.

- Each week every teacher nominates two children for a Gold Award from their class and the child receives a certificate.
- The school holds a Celebration Assembly once a week which is run by the children. This is used to celebrate a whole range of in and out of school achievements.

Whole School Consequence System

- If a child consistently breaks the rules – they have to take the consequences of their behaviour. They chose to break the rules therefore they choose to accept the consequences. These consequences will be based on the class rules, they will be published, they will be realistic, they will be hierarchical, and they will be consistent across the whole school.
- Steps 1-4 of Emotion Coaching will be used before the implementation of consequences. This ensures that quality teaching about emotions takes place. Such teaching is vital to provide a child with the skills to internally regulate their own emotions and ensuing behaviour.
- Any consequence will be directed towards the behaviour and the choices made by that child. The following key questions allow the child to problem solve:
 1. What did you do?
 2. What was the consequence?
 3. How can you make amends?
 4. What can you learn to do differently next time?

Consequences:

1. Verbal warning.
 2. Written warning - name on the class board.
 3. Moved to another class for 10 minutes and miss a break.
 4. Sent to the Head Teacher, incident recorded in the Behaviour Book and text message home. Loss of privileges/ jobs for a term.
 5. Removed from the whole lesson, incident recorded in the Behaviour Book and formal letter home from Head Teacher stating that the child has an after school detention. This will automatically trigger the sixth consequence.
 6. Parent/guardian invited in to discuss child's behaviour.
- If a child gets three entries in the Behaviour Book in one term, either during lessons or during lunchtime this will automatically trigger the sixth consequence. This behaviour will be analysed to identify potential reasons for the behaviour.
 - A child gets a fresh start at the beginning of every day.
 - A child who persistently disrupts and fails to respond to the behaviour system of rules, rewards and consequences may need additional support – Tier 2 or Tier 3 children.
 - It is important to use a consistent whole school approach to discipline, however on occasions systems may be used within individual classrooms to suit the class being taught that year – Tier 2 or Tier 3 children.

- Any form of abusive language or violent behaviour will be dealt with separately to the consequences and *could* result in the child being excluded, however the incident would be thoroughly investigated to determine the causes and if Tier 2 or Tier 3 intervention needs to be put in place for the child. Exclusion may be used a temporary measure to enable support to be put in place.
- The school believes that the best way of working with a child to improve their behaviour is within a school setting. If necessary the school will approach the appropriate agencies for additional support so that it can meet a child's individual needs (Tier 3 children). Exclusion – either fixed term or permanent – will only be used in circumstances which the Head Teacher deems it to be the only appropriate course of action.

Bullying and Racism

- The school does not tolerate bullying of any kind. If we suspect that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. The children are talked with and the incident/s investigated. Referral is made to the head teacher who collates all supporting evidence and, if deemed necessary, contacts the parent/guardian/guardians of the children involved and a shared action plan is agreed, including a monitoring programme. We will do everything in our power to ensure that all children and adults attend school free from fear. Bullying is recognised as a concerted and consistent set of actions or words **intended** to damage another person in any way including physically and emotionally. There are different forms of bullying behaviour including physical, direct verbal and relational. *The school's Anti-bullying Policy contains more information about this aspect.*

Playground Behaviour

In order to stimulate the children on the playground and reduce behavioural problems the school provides playground equipment and the playground is zoned for different activities. There are also signs to promote good behaviour in the children using the following rules:

- We look after each other, play safely and say sorry if we bump or hurt each other.
- We follow adult instructions straight away.
- We show respect for people, property and the environment.
- We ask children on their own to join in with our games.
- We stop and stand still when we hear the whistle.

Consequences

- 1) Sent to Mr Cox and miss the rest of lunchtime/breaktime **and** miss the next two lunchtimes/breaktimes.
- 2) Miss five lunchtimes/breaktimes – Year 6 lose House Captaincy for one term.
- 3) After school detention lasting half an hour – Year 6 lose House captaincy for rest of the school year.

The children get a fresh start at the beginning of each term.

Role of Parents/Guardians

- Parents/guardians are the prime role model of behaviour for children.
- We recognise that parent/guardian are the first and most important educators of their children and we value parental involvement, co-operation and support. As a caring community we expect a calm and happy environment, in which all children will develop. We want parent/guardian to work in partnership with us, reinforcing the values that are practised in school.

Monitoring

The Governors, Head Teacher and Senior Leadership team monitor the implementation of the policy through lesson observations and scrutiny of entries in the Behaviour Book. This will happen six times a year with a report presented to Governors detailing the occurrence of all incidents that went above consequence 4, 5 and 6.