



# **Positive Behaviour and Relational Policy**

**Last Approved by the Governing Body: July 2024**

**Date of next review: July 2025**

Newsome Junior Academy is an inclusive school where the learning and teaching, achievements, attitudes and well-being of every young person matter.

We are committed to providing an exciting, inclusive and engaging curriculum for all children in order that they achieve their true potential. Our academy is committed to working with the wider community and professional partnerships working and places high emphasis upon whole family engagement to secure high standards of behaviour and learning for their children. We recognise that high quality teaching, high quality mentoring, high expectations and a positive culture are necessary pre-conditions for securing outstanding behaviour in school.

Newsome Junior Academy operates a distinctive behavioural approach that emphasizes positivity, unconditional positive regard, reward, validation, acknowledgement and the celebration of success. We believe that high self-esteem is key to positive behaviour and to harmonious relationships in life.

**Our Behaviour and Relational Policy is designed to:**

- Foster a culture of unconditional positive regard
- Promote a positive climate and learning culture within our school
- Provide a safe environment for all
- Develop an understanding of what appropriate behaviours are
- Define a framework for rewarding success and de-escalating negative behaviours
- Promote self-esteem, self-regulation and positive relationships
- Model the attitudes and behaviours that will help children to enjoy positive experiences and relationships in school and in life
- Involve parents/carers, pupils and staff in the application of this policy and establish strong and effective communication

**We expect children to follow the School Promise:**

- Be Ready
- Be Respectful
- Be Safe

The promise will provide all staff with a framework to refer to in their conversations with children and will provide children with a simple and clear set of expectations.

**The expectation of adults at Newsome Junior Academy is that they will:**

- Contribute positively to our culture of unconditional positive regard
- Consistently apply the Behaviour and Relational Policy fairly, without favour and actively model appropriate behaviours
- Encourage, praise and listen to children
- Establish a culture of positive rewards and maintain a consistent approach across school
- Celebrate positive behaviour and instil a sense of pride in pupils achieving this
- Have high expectations of children's attitudes to learning, play and transitions through school
- Collaborate with team members in order to uphold and maintain high standards of behaviour at all times
- Ensure that classroom practice fosters cooperation and collaboration (learning by doing, rather than learning by do not).

- Keep a record of all incidents of serious or severe behaviour on CPOMS and ensure that the Headteacher and parents/carers are informed of any such incidents within that same day
- Consistently implement the language of choice to de-escalate situations and incidents
- Communicate effectively with parents/carers

## **LEGISLATION AND STATUTORY REQUIREMENTS**

This policy is based on the following:

- Behaviour and Discipline in Schools 2016
- The Equality Act 2010
- Use of Reasonable Force in Schools
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles
- DfE guidance explaining that schools should publish their behaviour policy online
- DfE guidance for Mental Health and Behaviour in Schools 2018

## **OUR BELIEFS ABOUT BEHAVIOUR**

Our Academy recognises that behaviour is communicative, and often reflects an emotion or feeling. Our policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour. Mistakes are part of the learning process and we recognise that all of our pupils are at different stages of developing the skills and understanding needed for effective self-regulation.

We do not make a judgement about this – instead we support and guide our pupils to get it right. Adult and child relationships are integral for this to occur. Through co-regulation of feelings, children learn to become more independent and develop self-regulation. 'Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.' Dr. Dan J. Siegel

## **THE ROLE OF GOVERNORS**

The Governing Body has the responsibility for setting down guidelines on standards of behaviour and supporting the Headteacher in implementing this policy. 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.

## **THE ROLE OF THE HEADTEACHER**

It is the responsibility of the Headteacher to:

- Lead the implementation of the policy consistently throughout the school
- Support staff in the implementation of the policy
- Report to Governors on the effectiveness of the policy
- Ensure the health, safety and welfare of all children in the school
- Ensure all violent/serious incidents are recorded

- Issue fixed-term suspensions where the safety of themselves, staff or other children has been compromised
- To monitor the effectiveness of this policy on a regular basis and at all times throughout the school
- To inform the school governors of any suspensions or exclusions

### **THE ROLE OF PARENTS/CARERS**

Parents are welcomed into school to discuss their child's progress in a positive and supportive atmosphere. They can feel confident that their child will receive support when they need it and are encouraged to share with the school any issues which may affect their child's behaviour. We expect all parents to support this policy when signing the home/school agreement. The academy has effective processes in place to develop home-school relationships, and these support the development of each child in all areas of school life, including behaviour.

### **THE ROLE OF TEACHER(S)**

Class teachers have high expectations of their pupils with regard to their behaviour, and strive to ensure that all pupils achieve to the best of their ability, in all areas of school life. Our class teachers are social, emotional and learning role models for pupils. They treat all pupils in their class, and each other, with respect and understanding.

### **THE ROLE OF NON-TEACHING STAFF**

It is the responsibility of all staff to develop empathetic relationships with pupils and ensure that school expectations are applied fairly in their class. They expect their class to behave in a responsible manner. All staff have high expectations of their pupils with regard to their behaviour, and strive to ensure that all pupils achieve to the best of their ability, in all areas of school life. All staff are social, emotional and learning role models for pupils. They treat all pupils in their class, and each other, with respect and understanding.

### **QUALITY RELATIONSHIPS**

Developing supportive relationships with pupils is the responsibility of all members of staff. Staff will seek to understand the pupil's perspective of the situation, strive to understand the child's feelings, whilst maintaining firm but fair limits on behaviour. **The relationships between pupils and adults in school are crucial** – each adult is a significant adult for our pupils. To foster successful, enabling relationships we all need to:

- Actively build trust and rapport.
- Have high expectations for all pupils, and demonstrate our belief in them.
- Always be respectful to pupils and other adults – be a role model for the behaviour you want to see.
- Treat pupils with dignity and respect at all times – children should not be shouted at or publicly shamed. (including writing pupils' names on the board for negative reasons)
- Ensure that any disapproval expressed is of the behaviour and not the child. (i.e. maintain a sense of unconditional positive regard)
- Listen respectfully to pupils and consider carefully how and when to respond.

- Invest in our relationships with pupils and have fun together.
- Smile at and complement children to add to their sense of belonging, feeling liked, respected and valued – small actions of ‘everyday magic’ can make a big difference!
- Consider why the pupil is behaving in this way – there will always be a reason that we need to identify and understand – behaviour is communication!
- Take a non-judgmental, curious and empathic attitude towards behaviour - we encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.
- See things through – pick up your own tab.
- Keep our word – and if, for some reason, we are unable to honour a commitment to a pupil, communicate clearly and honestly about why this has happened.
- Identify, and help a child to recognise their own strengths, then build on these.
- Apologise if you make a mistake – model this for pupils, this will help build trust and respect.
- Name and manage your own emotional reactions to situations i.e. demonstrate and be a role model for effective emotional regulation.
- Seek help from colleagues if you need support or advice about how to support behaviour development or to problem solve behaviour that challenges.
- Quietly but firmly hold appropriate boundaries for pupils.
- Be non-judgemental about pupils, their families or life experiences, but use your knowledge of a child to plan what support they may need.
- Develop quality relationships with parents and carers, with the aim of ensuring consistency in approaches between home and school.
- Develop quality relationships with external professionals – work collaboratively with therapists and professionals, and put in place support and strategies following their advice.

## **BEHAVIOUR APPROACH**

Our policy is to have a positive approach to behaviour management. Wherever possible, we encourage, praise, celebrate, reward, build self-esteem and we positively reinforce. We believe that high self-esteem is key to good behaviour, good learning attitudes and to success in life. We expect all adults who work at the academy to embrace this approach and to proactively support it. We take a relentlessly positive approach and focus loudly on the positives wherever we can. Effective and consistent behaviour management is the responsibility of all staff throughout the school. High standards should be expected and required, always.

Our Behaviour Approach is deliberately simple to follow. It is based on the ‘School Promise’.

Bespoke behaviour rewards can be used to support an individual child in consultation with the senior leadership team.

## **POSITIVE LANGUAGE**

By verbally celebrating pupils’ attitudes to learning, play and transition through school, we constantly and consistently reinforce our expectations. Staff will consistently use positive, supportive, celebratory and encouraging language towards children in order to model and reinforce praise, celebration and encouragement. Positive feedback is key to securing the behaviours and

attitudes that will result in success in school and in life. All staff are therefore asked to be proactive and lavish in the giving of praise and be clear with children about the reason that they are receiving praise. Negative language or attitudes towards children will not be accepted.

### **MEET & GREET**

As the children enter the building the adults should all greet them with a “Good Morning” and a smile. A handshake greeting can also be used and is a good old-fashioned formal greeting that imbues a relationship of respect. We do this to make our pupils feel welcome and formally mark the start of the day.

### **POSITIVE BEHAVIOUR STRATEGIES AND REWARDS**

Staff use a range of strategies to notice, praise and reward positive behaviour, effort and achievement at every opportunity throughout the day. These aim to promote kindness, cooperative, motivation, self-esteem and help pupils to develop a growth mindset. Behaviour which is noticed and rewarded is more likely to be repeated. Children learn by seeing other children being rewarded for appropriate behaviour.

Rewards must be accessible to all pupils. They will be given for effort and/or success in academic and non- academic areas.

Rewards issued across the Academy:

- **Dojos** – in class recognition
- **PROUD** – for academic excellence – tea party with Head Teacher held every Thursday afternoon and certificate awarded in weekly assembly (1 – 2 children each week)
- **Value Badges** for demonstrating our key values: **Challenge, Perseverance, Pursue Success, Respect, Responsibility, Courage and Kindness.** (2 children chosen each week) The aim is to receive all the bands by Year 6. For those children who achieve this before Year 6 there is also a bronze, silver and gold award. This is awarded to all the children who have all the bands but continue to promote the school values.
- **Attendance Awards** – announced weekly in Celebration Assembly
- **Above and Beyond Behaviour Award** – children sent to Head Teacher and will receive a Head Teacher`s badge and certificate
- **Tidy Friday** (The “Tidy Friday” award is given to the class who have kept their environment the tidiest.)
- On the spot recognition for good work, effort, behaviour etc using stickers etc

A celebration assembly will be held every Friday to give recognition to children in each year group for work/ attitude/ behaviour.

### **PRAISE IN PUBLIC**

Teachers give regular praise to pupils. Regular praise helps our pupils understand that they are doing well and make great choices. Praise should always be as specific, targeted, public and sincere as you can make it. This is what gives it power.

## **BOUNDARIES, CONSEQUENCES AND RESTORATIVE PRACTICE**

Children should have a clear understanding of expectations for behaviour. We actively encourage children to choose the right thing to do by maintaining boundaries. Staff are expected to be firm, calm and consistent in their approach.

### **CONSEQUENCES**

It is important that children know their good behaviours will be met with positive reinforcement and reward. It is equally important that children understand that poor behaviours will result in consequences. Adults always speak to children calmly, with the greatest respect and with positivity.

From time to time, pupils may display inappropriate behaviours. Such behaviours will be consistently challenged by all staff with the aim of de-escalating any situation and ensuring all children are safe and that learning can continue uninterrupted. Before any warnings are given, adults should use non-verbal signals e.g. eye contact, a shake of the head, a disapproving look and allow the child to take up time.

#### **If a child breaks the promise.**

Verbal warning given to the child.

#### **Within a day if a child breaks the promise a second time.**

Child given 5 minutes timeout to reflect on behaviour.

#### **Within a day if a child breaks the promise a third time.**

Child given 10 minutes timeout. This will be in another classroom. The child should be accompanied to the buddy class by an adult. **The receiving class teacher should record their name and the date they were sent in their log so that these logs can be analysed half termly.**

#### **Within a day if a child breaks the promise a fourth time.**

Child spoken to by the Headteacher (Deputy Head in the Head's absence) **The Head Teacher should record their name and the date they were sent in their log so that these logs can be analysed half termly.**

### **SEVERE BEHAVIOUR**

On occasion it may arise that a pupil's behaviour is deemed to be severe. This is in agreement with the Headteacher or senior staff.

Severe behaviour includes;

- Open defiance or refusal to do as requested by a member of staff which cannot be de-escalated
- Use of bad language or swearing at an adult
- Fighting (aggressive rather than play fighting that got out of hand)
- Proven Theft or Vandalism
- Proven Racism or Homophobia
- Proven Bullying

(This is not an exhaustive list)

If a teacher considers a pupil's behaviour to be severe, the pupil will be taken to the Headteacher or senior staff.

Parents will receive a letter home outlining the incident and will be asked to make an appointment to meet with the Headteacher or Deputy Headteacher to discuss the behaviour.

Where severe behaviour is occurring regularly Parents and the Headteacher/SENDSCO should meet to draw up a behaviour plan of which all staff should receive a copy, and follow until further notice.

### **PHYSICAL INTERVENTION**

It is sometimes necessary or beneficial for trained staff to use physical intervention in order to keep a child, or others, safe or to support their emotional regulation. Physical prompts may be directive e.g. to move a pupil away by the hand/arm/shoulder, or may provide physical or sensory support e.g. hugging or deep pressure. Children who require repeated physical intervention will have a Support to Self-Regulate Plan. These plans will be shared with and signed by parents, and will be reviewed regularly.

On rare occasions trained staff may have to physically remove a child from a situation or hold them using Physical Intervention strategies (Team Teach), but only if:

- The child is in danger of hurting themselves or others;
- The child is in danger of damaging property;
- The child is preventing the education of other children from taking place.

Team Teach techniques seek to avoid injury to the child and staff, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side effect' of ensuring that all staff and children remain safe.

### **FIXED TERM SUSPENSION AND PERMANENT EXCLUSION**

We do all we can to support each child to develop their behaviour regulation skills. We will make every provision for a child to achieve both academically, socially and emotionally. We will do all we can to enable children to remain securely based in our school. In most circumstances the support put in place has a positive impact upon pupils. However, if a child's behaviours are unsafe, violent and prevent the efficient education of others, fixed term or permanent exclusion may be applied. These are regarded as the last resort when all other strategies have been exhausted. We abide by the DfE guidance on exclusions, and any exclusions are reported to Kirklees following local and national guidance.

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Suspensions will be given if:

- A child puts other children or staff in danger of being hurt or threatens to harm them.
- A child causes actual harm to other children or staff or damages property or the fabric of the building.
- A child frequently stops other children from learning due to their behaviour.



Only the Headteacher has the authority to exclude a pupil from school. A Deputy Headteacher (or a senior member of staff if the deputy is absent) may act on behalf of the Headteacher in the Headteacher's absence and, if possible with the Headteacher's permission. The child's parents will be notified by telephone and a formal letter will follow within one day. The Headteacher will inform the LA of every permanent exclusion.

### **EQUALITY IMPACT ASSESSMENT**

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. For any changes that affect equality for all, an impact assessment would be carried out. This policy has been assessed for Equality Impact Assessment and has a high priority.

### **REVIEW AND EVALUATION**

There is an annual review of this policy by the Headteacher. The Governing Body reviews this policy every year. The Governors may review the policy earlier than this if the Government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.