



# WHOLE SCHOOL BEHAVIOUR AND RELATIONSHIP POLICY

## (inc. expectations of behaviour & procedure)

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## **Aims**

Children will be encouraged to develop positive behaviour for learning in recognition of its importance as a lifelong skill.

- To provide a safe, happy and friendly environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.
- To enable staff to support children with their behaviour through providing students with strategies to manage their own behaviour.
- To maintain a calm and purposeful working atmosphere.
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- To provide a clear, fair and consistent approach to behaviour.
- To foster, nurture and value strong and healthy relationships.

## **School Ethos**

Golden rule: "TREAT EVERYONE AND EVERYTHING THE WAY YOU WANT OTHERS TO TREAT YOU AND YOURS!"

Ewanrigg Junior School is fully committed to every child receiving the very best education and to ensuring that all pupils reach their full potential. In order to achieve this, teachers aim to deliver quality lessons and the school rightly has high expectations of its pupils. We expect all members of the school community to behave well, work hard, achieve high standards appropriate to their learning abilities, show respect for one another and to ensure that the School is a positive and safe place to be.

For EJS to achieve a positive ethos it is essential that all members of the school community work well alongside each other and develop positive working relationships (this includes all staff and other adults working in the School, pupils and parents). Having a positive ethos helps to ensure good behaviour from pupils in school. Young people learn by example and as such, having high standards of behaviour expectations from all parties involved in their education will create adults with similarly high behaviour standards.

Through the promotion of pupils' spiritual, moral, social and cultural (SMSC) development within the curriculum, we will positively promote fundamental British values. In order to achieve this we will:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect of their own and other cultures;
- encourage respect for other people; and

- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We recognise that consistency is crucial in maintaining high standards of behaviour alongside a culture that celebrates success and is not based solely on sanctions. To this end, EJS is committed to promoting and rewarding good behaviour. We are also committed to a united approach, with the help of parents and outside agencies to managing behaviour in and out of school.

The School will not tolerate bullying or intimidation of any description. A complaint of bullying will always be taken seriously.

We understand that occasionally children will behave inappropriately for whatever reason. When children display this behaviour, there are several layers of consequences in place to encourage them to self-regulate their behaviour in a positive way. Behaviour is a manifestation of emotion. As practitioners, we acknowledge that 'all behaviour is communication' and thus consider what it the child is trying to communicate:

- The context of the situation is to be always taken into account.
- A child is not to be defined as naughty or behaviour as bad. It should be explained to the child that they have made an inappropriate choice.
- Always remind the child that it is their behaviour that we are addressing and that thus will not affect our positive relationship with the child.
- The following phrase is to be used with our children to remind them about keeping safe "To keep you safe and to keep the other children safe..."
- Children are not defined by an event – mistakes may happen and they can be learnt from.
- Once a situation is dealt it is finished and this needs to be clear to the child.

### **Relationship based behaviour management**

Consistency and routine is the foundation of good behaviour management, if children in school are clear on schools expectations and the consequences of their actions, both positive and negative. This creates an environment which places less stress on children and adults. A safe, consistent and predictable environment is essential to a child's well-being. Building up trust with children is key and this is only achieved through consistently applied school routines. Repeated positive experiences encourages proper neural development and creates positive attachment. Adults in school offer children off-load time, often in the morning or before they go home from school. To build that trusting relationship and allow children to share their worries and are ready to learn.

During lesson adults who observe children engaging in positive behaviour, engaged in lesson, being kind etc. Will write that child's name on the board give children stickers etc. This is recognition of their positive behaviour and breaks the cycle of negative attachment and being recognised for inappropriate behaviour. Exemplary behaviour may be rewarded with immediate praise or a sticker, fostering positive neural development. Reprimands will be given in private, praise in public, to build a positive culture of behaviour and stop any negative attention seeking behaviours.

Routine and expectations will be modelled explicitly to children and reinforced regularly. Behaviour, like any other area of the curriculum needs teaching. When children embed daily routines into their long term memory it places less stressors on their working memory.

The schools behaviour expectations are shared with the children during assembly and modelled by the class teacher at all times.

### **Our approach**

Our school recognises that children live in an increasingly complex and complicated world and that behaviour is a manifestation of emotion. All adults in school utilise a trauma informed approach to dealing with children and have received training in trauma and mental health first aid to best support children. We use a trauma informed approach and recognise that children may have had one or many adverse childhood experiences (ACES) or have experienced trauma. We will help children manage this, as best as we are able utilising a variety of techniques, detailed below. Our school utilises MASLOW'S hierarchy of needs to ensure that children's basic needs are met, to the best of our abilities, fulfilling children's basic needs to make space in their minds to learn. Children who have experienced ACES often engage in attachment seeking behaviour to build relationships, this can often be negative attachment leading to a cycle of inappropriate behaviour. To combat this our adults seek to build relationships based on positive attachment.

Our watchword is kindness, we expect our adults to be kind and foster it in our children.

### **Pre-emptive behaviour management.**

Stepping in early and subverting inappropriate behaviour is essential, it allows children to manage their own emotions and breaks the cycle of spiralling negative behaviour. School achieves this through a number of methodologies:

#### **Reflection/Relaxation toolkit**

Adults will work closely with children to help them regulate their emotions this may include visualisation i.e. a favourite place or memory. Breathing techniques for panic attacks or anxiety. Cognitive Behavioural Therapy, helping children understand their emotions and why they react the way they do in certain situations. We take a research informed approach to behavioural therapy, school works closely with specialists in well-being and staff, have and continue to receive training to better deliver this.

### **Make sense of Trauma and nurturing group.**

For children who school have identified as having experienced ACES or trauma there are a variety of techniques we deliver to enable them to cope with their adverse experiences and learn in a mainstream school setting, this suite of approaches includes:

- Accepted Trauma. Draw &Talk/Volcano in my tummy/ Lego therapy.
- Decider skills. Learning to get along. ELSA
- Social stories/role play.

These sessions are delivered on a one to one or small group basis and delivered by adults who have received appropriate training to handle sensitive issues and little minds with care and a nurturing

approach. Though school does not offer a nurture group, we do take many of the practices and ethos and incorporate it into a methodology to better help our children.

### **Putting things right (Dealing with behaviour incidents there and then.)**

Here at Ewanrigg we call our restorative approach “Putting things right.” We utilise a number of key principles to deal with behaviour incidents immediately, these include reporting the incident to an appropriate adult, mediation between both parties, ‘buy in’ from the children by suggesting their own sanctions with the adult as ultimate arbiter. The adult will choose an appropriate consequence from the ‘suite of consequences.’

Below is a detailed illustration of how we use a restorative approach here at Ewanrigg Junior School.

### **Restorative approach**

At Ewanrigg we promote good relationships, so that people can work together with the common purpose of helping everyone learn. We are keen to teach children empathy and understanding, to understand their actions have consequences, positive and negative.

Restorative approaches are based on four key features:

RESPECT – Treating other people and their belongings, the way they would like to be treated.

RESPONSIBILITY - taking responsibility for your own actions, the consequences and telling the truth.

PUT IT RIGHT – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

EDUCATE- working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education

Our restorative approach encourages everyone to take responsibility for their behaviours.

This approach starts with a restorative enquiry, if conflict arises, over low level issues i.e. friendship breakups, disputes over games, running in the corridor and not responding to reasonable adult requests.

### **Restorative**

What’s happened?

Who’s been harmed and in what way?

What needs to happen in order to put things right and ensure that this never happens again?

When using restorative questioning the following questions will always be asked in a quiet and appropriate area of the learning space. Some children will require some calming down time before talking about the situation. During a behaviour incident, questions will be asked to the person with the worry and other people involved. Witnesses will also be called to give a clear version of events;

- Tell me what happened?
- What were you thinking? And now?
- How did you feel? How do you feel now?
- Who else has been affected?
- What do you need / need to do to fix this / move on?
- Sincere apology.

#### **What constitutes a sincere/meaningful apology?**

- Apologise promptly for the behaviour.
- Show regret/remorse for harm caused.
- Taking responsibility for their behaviour and its consequences.
- Put the behaviour right.
- Don't repeat the behaviour.
- Accept relevant consequence of their behaviour.
- Be clear in what their apology is for and why their behaviour is inappropriate.

#### **During this process, the following expectations apply:**

- Only one person talks at a time.
- No interrupting.
- Be respectful to each other.
- Listen carefully to each other.
- If child becomes too angry, give child some calming down time before process resumes.

If incidents continue other strategies which could be used are; learning to get along, emotional Lego, draw and talk, role play, parental-carer involvement.

Consequences will be appropriate and will be chosen and agreed between all participants involved. It will be ensured that a consequence is matched to the incident.

Feedback to parents should be given when a child has been involved in an incident, preferably before the child goes home. Any member of staff should use their professional judgement as whether the parent of the harmer are informed of the incident. It should always be made clear to the parent that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved. The incident should also be recorded on CPOMS.

#### **Managing myself (Behaviour management.)**

Some children may require explicit teaching of how they can manage their own behaviour within a school setting. Working with an adult, the goal is to give children the toolkit to manage their own behaviour and avoid escalation in the future. These approaches include:

- Child and adult behaviour workshop.
- Recognising signs of anger within themselves.
- Managing anger.
- Smile card. Can I regulate myself positively?
- Direct behaviour teaching
- Emotional Metacognition (How my brain works?) Fight, flight, freeze, flock.

Working with adults in school we want our children to utilise these techniques to better manage themselves and make positive behavioural choices, build their resilience and teach them responsibility for their actions.

### **Suite of consequences**

Depending on the child's behaviour and severity of the incident, adults will choose from a suite of consequences. These are modelled around our restorative justice approach and are designed to help children regulate their own behaviour moving forward:

- Permanent exclusion (See seclusion and permanent exclusion policy.)
- Suspension (See seclusion and permanent exclusion policy.)
- Internal withdrawal (Seclusion.) (See seclusion and permanent exclusion policy.)
- Smile card
- Loss of playtime/removal of privilege
- Warning (Reprimand in private, praise in public.)
- No name on board for negative. (Reinforces poor behaviour.)

### **Suite of acknowledgment**

Ewanrigg Junior School is a positive learning environment, we achieve this by praising children freely and encouraging positive behaviour choices and engaged learners, adults choose from a list of positives to continue to build a strong, kind, positive culture.

- Extra play
- Lunch club with Miss Craig
- Recognition board.
- House points.

- Name on board for positive behaviour. (Encourages positive behaviour.)
- Stickers.
- Consistent positive recognition builds positive attachment
- Mini police and behaviour role models.

### **SEND and behaviour.**

Please see individual children's EHCP's for information on how school has altered the behaviour policy to fit individual's needs.

(See also SEND policy.)

### **Reasonable force.**

In extreme circumstances, to keep children safe it may be necessary to use reasonable force and positive handling. In every instance this will be reported on CPOMS detailing the incident and on the positive handling log. (See Health and Safety policy for more information.)

### **Behaviour procedure for the day to day operation of school.**

#### **Arrival and Departure**

Expected Behaviour/Procedure (where applicable):-

- Children should not arrive at school before 8.45 am unless in Before school club.
- Adult on duty will direct children in to school at 8.45 am
- Once inside the school grounds, children must stay in the designated areas
- All children should leave school promptly at the end of the day, unless they are participating in extracurricular activities

#### **Out of Classroom Behaviour**

##### **Playground**

Expected Behaviour/Procedure:-

- Children must stay within the designated areas
- Children must not climb trees, fences, goal posts or inappropriately on equipment



- Children to stand and follow instructions when whistle is blown
- Children to show consideration towards others
- Children will line up quietly by class for transitions inside
- Aggressive behaviour is not acceptable

#### Agreed Strategies:-

- Talk to children about the need for rules for safety (whole school/class)
- Staff to help children to understand the need for appropriate, safe behaviour
- Run individual programmes for children if and when appropriate. I.e. draw and talk, emotional Lego.
- Teach children playground games, supported at lunch time by our sports heroes

### **Lunch Hall**

#### Expected Behaviour/Procedure:-

- Children must wait safely whilst waiting for hot dinners to be served
- Children must sit at the table to eat their food
- Children to follow the end of lunch procedures for lunch box/empty plate before leaving

#### Agreed Strategies:-

- Adult on lunch duty will engage with the children and encourage children to follow the expected behaviours and sociable mealtime conventions
- Midday Supervisors will encourage children to follow the expected behaviours
- Family tables for children who show exemplary behaviour in the dinner hall.

### **Corridors, Cloakrooms and Toilets:-**

- Children to be safe and behave in an orderly fashion whilst in these areas
- During lesson times, toilet visits will be kept to a minimum
- Staff will supervise pupils when moving from their classrooms collectively or in groups

- At the end of the day, staff will also be responsible for supervising their class out of school
- Children must show consideration towards others who use these facilities, e.g. holding doors for visitors, keeping belongings tidy etc.

#### Agreed Strategies:-

- Regular reminders for tidiness and respect for property, "Treat other people and their property, how you would like them to treat you and yours." i.e. closed lockers
- Reinforce rules for safety i.e. walking with space for others to pass, walking, talking quietly etc.
- Regular reminders about noise level as the children move around the school

#### Assembly:-

##### Expected Behaviour/Procedure:-

- Children should enter and leave the hall safely
- Children should listen, engage and pay attention
- Times of excitement should be followed by attention as appropriate

#### Agreed Strategies:-

- Enter class by class with adult in charge.
- Make sure adults stay in assembly until supervision of children handed to assembly lead.

#### Independence/Responsibility:-

- Children should act responsibly both within and outside the classroom
- Staff are responsible for the supervision of children throughout the school day, particularly when they are moving through the school
- Children must be taught explicitly, strategies to enable their independence.

#### Cycles (Inc. scooters etc.):

- Cycles must be pushed, not ridden within the school grounds
- The school will not be held responsible for any cycles/accessories that are lost or stolen

- Provision of the use of cycle stands will be reviewed regularly as part of the school's Safety Risk Assessment
- Children must wear helmets or a phone call/email will be made for parent to collect the bike, scooter etc from school before home time.
- No electric scooters.

### **General**

- Chewing gum, glass containers, fizzy drinks, lollipops or matches are not to be brought into school for health and safety reasons.
- No illegal substances being brought into school, e.g cigarettes, vapes etc., in these instances a child's possessions may be searched. (see screening and confiscation policy.)
- Politeness and good manners are expected at all times
- Inappropriate language will not be tolerated
- Mobile phones must be handed to the teacher at the beginning of the school day and retrieved at home time. They are not to be used during the day.
- Jewellery, should be sensible and safe. Studs in ears, not large earrings. No false nails.

### **Bullying**

Bullying of any kind will not be tolerated in this school.

Bullying is the wilful repetitive, conscious desire to hurt, threaten or frighten someone else. To do this the bully has to have some sort of power over the victim, a power not always recognisable to adults.

Children are taught to recognise bullying through KIDSAFE, Several times on purpose, yukky feelings.

All members of staff and children have a responsibility to ensure that it does not occur and if it does, then the class teacher is to be informed immediately.

A register of incidents will be maintained on CPOMS, every incident will be recorded by staff,. It is important that:-

- All staff make sure all pupils know that the school cares and will not tolerate bullying
- To make sure that all pupils know that they should speak out to:-
  - the class teacher
  - classroom support staff
  - The Head Teacher or SLT
  - their trusted adult in school

## **IF OTHER PUPILS WITNESS THE BULLY AT WORK THEY SHOULD INFORM A MEMBER OF STAFF**

Actions to be taken in the event of bullying for all parties:-

- Interview by the Teacher/Pastoral lead/SLT/HT
- Appropriate follow-up consequences will be put in place
- Parents of children involved in the incident will be informed

### **Parental Support of School Rules**

- Effective partnership between schools and parents is key to good discipline
- Parental contracts will be used to ensure parents support school in tackling difficulties
- The Class Teacher/ Senior Leadership team/Head Teacher will be available to discuss any areas of concern with parents/carers.

### **Behaviour outside of school including online.**

School does not have the resources to police the local community or children's online activity out of school. School will

Educate children on the best ways to keep them safe online. (See communications policy.) In the event of an outside incident, school

Can work with children pastorally and informally to help keep themselves safe. School will not issue sanctions for out of school

Behaviour.

If children arrange a fight outside of the school premises, to avoid a school based sanction, school will notify parents and insist they are collected to ensure all children are safe.