

Hatfield Peverel St Andrew's Junior School



Behaviour & Relationships Policy

(including support for children with social,
emotional and mental health needs)

Statement of Behaviour Principles

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School Values

At St Andrew's Junior School we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP), through our 4 school CARE values

- Compassion
- Achievement
- Respect
- Enjoyment

We endeavour to make sure that at our school these values run through all the school policies and practice.

School Ethos

It is a core aim of our school that every member of the school community feels valued and respected, is 'Loved and Known' and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This Relationships and Behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

We value each individual child and work with families, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world.

We always prioritise the safety of our CYP and staff. Everything we do in school is underpinned by our safeguarding procedures.

Strong relationships between staff and pupils are vital. Our staff are fair and consistent with CYP (considering individual needs) enabling pupils to feel safe. Equally, our staff are approachable and there to help (not only there to discipline) and we help our children to understand this. It is also recognised that for some children and young people, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

A Relational Behaviour Model

At our school we adopt and use the relational behaviour model which is the approach from TPP. The following table explains how it is applied

Behaviour is something to	interpret
Children and young people	are prone to make mistakes and highly responsive to the environment and the context
Behaviour management is predominantly through	relationships
Children who don't manage should be	understood and included
Boundaries and limits are to	keep everyone safe and to meet everyone's needs
Rules should be	developed together and adapted where needed
Consequences are	only used within a process of restore and repair
'Inappropriate' behaviour is	a sign of unmet need, stress (difficulty in coping), lack of understanding and skills
The causes of the difficulties are	mostly in the environment and within the context of relationships
The solutions lie in	understanding what the behaviour tells us about the child and their need
Practice and policy effectiveness is measured by	wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

General Expectations

We have high expectations for our CYP, while recognising some children and young people have specific needs. The following expectations cover all times of the school day and where CYP are representing the school out of hours or off site. This means we

- encourage a positive attitude to learning within a safe, happy environment.
- promote high expectations and enable pupils to become independent responsible learners.
- encourage a sense of respect for our community and our environment.
- believe that clear, consistent routines and systems are essential to support children and young people's development and ensure the health, safety and wellbeing of everyone in our school community.

It is everyone's responsibility to remind and support children and young people where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child having difficulties. We use positive recognition, as appropriate, to ensure the CYP know we are still there, and we recognise their effort and any changes they have made.

At our school, staff ensure good routines are in place for:

- Start and end of day
- Transition times
- Collective Worship
- Getting changed for PE
- Moving around the school
- Break and Lunchtimes

What do we do to teach and promote positive management of behaviour?

Recognition and reward

At St Andrew's, our vision is 'every child is loved and known, every child shines'. Every week, class teachers identify a child in their class who has demonstrated one of our CARE values and the whole school celebrates them in our Shine Collective Worship. The children receive a certificate, are named in the school newsletter, receive an email home to parents and become guardians of the class 'Herdie' sheep mascot for the week. All children are recognised during the course of the year, for the attributes that make them unique and special.

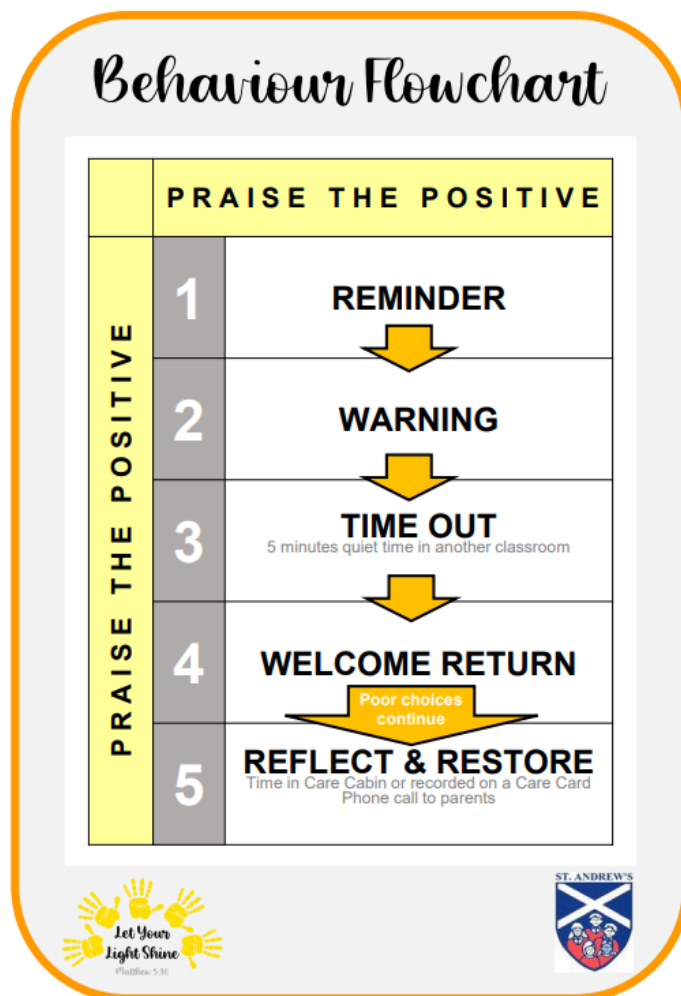
Children are grouped into one of 4 houses (Greystones, Vinehurst, Berwicks and Priory) when they join the school. Children are awarded house points for demonstrating the school values, for academic achievements and for their efforts. Golden house points (5 points) are awarded for exceptional achievements and positive acts.

At the end of each half term, classes will celebrate their combined successes with a shared 'Shine Time' experience. The more house points the children have collected, the greater the treat they can choose for their reward - this encourages classes to pull together and support one another to make the positive choices that lead to award of house points.

Some children have individual reward charts linked to personal motivators to support improved engagement, attention and/or behaviour choices. Some children benefit from a 'CARE card' which allows staff to do an hourly check-in with the child, to praise what has gone well and help to solve any problems which have arisen.

Restorative practise

We talk to the children about being a 'problem solving school'. There is a behaviour blueprint (see Appendix 1) that has been agreed by all staff and is displayed around the school. This promotes our commitment to unconditional positive regard, high expectations and the importance of positive relationships. All staff and pupils are aware of the behaviour flowchart which is displayed in all classrooms and sets out how unwanted behaviours will be managed. All staff respond to children by 'praising in public' and 'reprimanding in private'.



If a child is struggling to modify their behaviour despite reminders and warnings, or if their behaviour is of particular concern, they may be referred to spend time in CARE cabin at lunch time. This is a safe space that is run by teachers on rotation. Children may be referred for between 5 and 20 minutes of their 1 hour lunch break (they will always have an opportunity to play and have a movement break). During the session, the teacher will help to unpick the behaviour; what happened and why?; what could we change in future to improve the outcome?; does the child need help to understand something?; does the child need help to repair a relationship, fix something or apologise?

Wherever possible, we aim to deal with any problems that arise during the same school day so that children can start each new day with a fresh start.

Statement of Behaviour Principles

Viewing behaviour as a learning process

At our school we accept and understand behaviour as a learning process. CYP will push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. At our school staff view behaviour mistakes as inevitable. This means that we offer support, help and guidance to the CYP so they can learn from their mistakes and improve for next time. It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to our CYP's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction'.

Our general responses to mistakes and incidents

Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, they also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the CYP of our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others.

In using this process at our school, we use four questions:

- What happened?
- What were you feeling or thinking at the time?
- Who has been affected?
- What can we do to make things right? (What should happen next?)

Using this approach, CYP have the opportunity to reflect on what's happened and the impact this may have had on others. They can have the chance to show the person that has been affected by their action that they are sorry. This can be in the form of verbal, written, picture, or an action.

Where possible, a logical consequence (natural reparation) is used e.g., clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible a close alternative should be used.

At our school the staff work with the CYP to ensure that they have learnt from an incident so that they can be successful next time. Teaching of the skills required may be necessary to

enable a different outcome next time. The impact of our approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

Using logical consequences

The use of consequences

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always have a clear link to the incident and help the child or young person to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and / or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this.

Protective consequences: these are required to protect the rights of others and keep a child or young person safe. At our school this may include:

- increased staff ratio
- change of school day / timetable
- arrangements for access to outside space
- child or young person escorted in social situations
- differentiated teaching space
- appropriate use of exclusion (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child or young person upon return).

Educational consequences: at our school we use these to teach, encourage, support and motivate the child or young person to behave differently next time through better understanding. Examples include:

- ensuring the child or young person completes the task they have disrupted
- rehearsing / modelling situations through intentional teaching of prosocial behaviour
- ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours
- providing the child or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships (a restorative approaches is an example of one).

Unwanted/unhelpful/antisocial behaviour	Possible Consequences
<p>Relatively low impact</p> <p>Examples:</p> <ul style="list-style-type: none"> • Calling out • Distracting others • Refusal to complete assigned activity • Disrespectful comments • Swearing 	<p>Teachers follow the Behaviour Flowchart by providing a Reminder e.g. <i>I know you can behave better than this. I'd really like to see that.</i></p> <p>Followed by a Warning e.g. <i>Your behaviour is disrupting others which is not okay. If this continues I will ask you to take time out.</i></p> <p>Followed by Time Out of 5 mins in a neighbouring class to calm down and reflect quietly.</p> <p>Children are always given a Welcome Return to the classroom and offered support to re-engage.</p> <p>With repeated behaviours, reflection and restorative support during lunchtime with a teacher in CARE cabin.</p> <p>Should repeat visits to CARE cabin occur, a supportive CARE card will be put in place, allowing regular check-ins throughout the school day.</p>
<p>Relatively higher impact</p> <p>Examples:</p> <ul style="list-style-type: none"> • Bullying • Harmful behaviour • Any discriminatory behaviour • Causing significant, deliberate damage to school property 	<ol style="list-style-type: none"> 1. SLT notified. 2. Opportunity for reflection. 3. Restorative approach followed. 4. Record on CPOMS (Child Protection Online Management System) 5. Parents notified by telephone by SLT member. 6. Outcome will be personalised based on previous behaviour, severity, response from pupil(s). 7. If response leads to Fixed-term exclusion - parents/carers also notified in writing. Re-integration meeting to be held directly after fixed-term exclusion. 8. SLT to agree a risk assessment and 5-step behaviour plan with parents, as required.

Ways to Record Incidents of Concern

We have a clear process and system in place to record incidents that occur. We use the information effectively to enable strategic oversight and to influence and review practice. CPOMS (Child Protection Online Management System) is our recording system. All concerns relating to a child are logged on this system, and shared with relevant staff on a 'need to know' basis. This allows us to build a chronology over time, to spot patterns of behaviour and ensure that all relevant adults are aware of issues.

How we support children and young people with additional Social, Emotional and Mental Health needs

At our school, we acknowledge that some CYP will have, at times, additional needs. We recognise that children and young people may experience a range of social, emotional, mental health needs which present themselves in many ways. These may include children and young people displaying challenging, disruptive or stress related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties.

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the CYP's life (staff, family, professionals) in order to best meet their needs. In Essex, this is done in the context of One Planning. We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these CYP, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

We understand that the behaviour(s) most likely comes from a place of stress which may come from anxiety, fear or as a result of a barrier to learning. We have a duty to strive to help children and young people to return to a place of regulation, within their 'Window of Tolerance', as only then will the CYP be in a place to learn, connect and thrive.

Ways to Support Understanding

At our school we believe that understanding what the behaviour is communicating to us is the first part for planning a response.

The following appendices contain ways to help us to understand the behaviour;

Appendix 2: STAR Analysis

Appendix 3: Three Stages to Supporting the Understanding of Behaviour - A TPP guide

Appendix 4: Environmental Checklists for pupils with additional Social Emotional and Mental Health (SEMH) needs

Our Principles - the things we will do as adults

- Model compassion and kindness, provide hope and support connection and belonging
- Approach all children with unconditional positive regard.
- Understand that any event in a CYP's life can impact on how they think, feel and act
- Use of logical (natural) consequences rather than just simply punishments or sanctions
- Provide routines, set limits and have boundaries
- Regulate our own emotions
- Prioritise relationships to ensure all CYP feel safe and secure
- We Praise in Public (PIP) and Reprimand in Private (RIP).

Our Responsibilities

All staff

- Are responsible for supporting the safety and other needs of children across the school. Where a CYP is seen to be having difficulties, they should be treated with respect and understanding
- Always endeavour to have private discussions with CYP in order to help support any issues that are arising
- Use the key principles outlined in this policy to support the needs of all our CYP
- Take responsibility for their own personal safety and wellbeing
- Contribute actively to risk assessment, and be familiar with policies, guidelines, control measures, instructions and reporting procedures
- Participate positively in appropriate training.
- Follow the principle of 'connection before correction'

Head Teacher

- Leads on all aspects of this policy
- Is the only person authorised to exclude a CYP (or the deputy headteacher in their absence)
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to
- Offers and provides appropriate support to staff following a stressful incident

Deputy Head Teacher

- Leads on all aspects of this policy

- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk
- Ensures the policy is implemented effectively
- Oversees the specific needs of all CYP across the school
- Provides support to staff, pupils and parents as necessary
- Links with outside agencies to access additional services
- Ensures that all tracking and reporting of incidents and additional needs are up to date

Classroom Staff

- Plan the teaching and learning for all CYP
- Include parents/carers in personalised planning for their child
- Communicate regularly with parents/carers about their child's needs
- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short term difficult a CYP may be having.

Family

- Inform the school of any concerns about changes in their child's behaviour, emotional wellbeing or mental health
- Have open conversations with the school
- Engage with support offered by the school and other agencies to further support their child's needs

Governors

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored
- Consider families' representations about an exclusion
- Undertake their statutory role around exclusion
- Ensure that all staff receive purposeful training in order that they can undertake their role

Harm from dysregulated (stressed) behaviour

Our school always prioritises the safety and welfare of all staff and CYP, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful. Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

Supporting those who have been harmed

Our staff and children and young people receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times our school ensures that this person (adult or CYP) is fully supported.

We always consider the following:

- are they physically safe and protected?
- do they need immediate first aid & medical treatment?
- is there a need for involvement of outside agencies?
- ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- give reassurance to reduce feelings of guilt and/or anxiety

Our school recognises that some people are more at risk than others in their work, and where this is the case, we ensure there is appropriate support available.

Risk Assessment Process

In our school we use a risk assessment process as the starting point for preventing harm for identified vulnerable CYP. It identifies what is likely to cause stress to them, using all the information known about the CYP. Once all this information is to hand, a strategy for supporting a situation appropriately and keeping everyone safe can be developed. An example of information to be included in the risk assessment can be found in appendix 4.

Physical intervention (control and restraint) - the use of reasonable force

At our school we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the head teacher.

Our school follows this **Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'**

It can be found here

[Social, Emotional and Mental Health Portal for Schools, Colleges and Settings - Essex Guidance and Let's Talk Resources](#)

Within this guidance, it is regarded as best practice to record every incident where the use of restraint has been deemed absolutely necessary and to follow the other recommendations set out in this document.

This includes reporting to ECC via MySafety.

The MySafety system is used to record all accidents, violence, work related Ill Health and near misses.

[Click here to log an incident](#) (please use the Access Token: ABC123)

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing.

Screening and searching pupils

At our school we are all aware that there are two sets of legal provisions which enable school staff to confiscate items from pupils:

'The general power to discipline' and the 'Power to search without consent'; from the 'Behaviour and discipline in Schools - Advice for headteachers and school staff' (January 2016)

[Behaviour and Discipline in Schools - A guide for headteachers and school staff final draft.docx \(publishing.service.gov.uk\)](#)

From this guidance our staff understand that they may confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the teacher should use their discretion about whether the item is returned to the child or to their parent/guardian. Items returned to the

child should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian, the teacher should ensure that the parent/guardian is made aware that an item has been confiscated - either through the child or via text/phone call. Where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Staff do have the power to search without consent for "prohibited items" including:

- knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for. The legislation DfE sets out what must be done with prohibited items found as a result of a search.

Further Guidance

1. [Keeping Children Safe \(DfE, 2021\)](#)
2. [Reducing the Need for Restraint and Restrictive Intervention \(DfE, 2019\)](#)
3. [Use of Reasonable Force \(DfE, 2013\)](#)
4. [Behaviour and Discipline in Schools \(DfE, 2016\)](#)
5. [Exclusion from maintained schools, academies and PRUs in England \(DfE, 2017\)](#)
6. [Searching, screening and confiscation \(DfE, 2018\)](#)
7. [Positive environments where children can flourish \(Ofsted 2018, updated 2021\)](#)
8. [Creating a Culture: how school leaders can optimise behaviour \(DfE, 2017\)](#)

Appendix 1: Behaviour Blueprint

St. Andrew's Junior School Behaviour Blueprint

Our School ETHOS
Every child is loved and known.
Every child shines.

Our School VALUES
Compassion
Achievement
Respect
Enjoyment

Our School RULE
We CARE

All adults at St. Andrew's Junior School strive to:

1. Show unconditional positive regard for all
2. Be relentlessly positive with high behaviour expectations for everyone
3. Build listening, nurturing and positive relationships with all children
4. Support regular opportunities to reflect on, repair and restore all relationships
5. Be calm, considered and consistent
6. Explicitly teach children why a behaviour is unacceptable and how to make a positive change.

Our CARE Behaviour Strategy:

FIRST ATTENTION FOR BEST BEHAVIOUR	<ul style="list-style-type: none"> • Acknowledge good behaviour choices 5:1 • Use positive and proximal praise • Use positive reinforcement to re-engage • Re-explain task if needed • Use non-verbal reminders
DESCALATION	<ul style="list-style-type: none"> • Re-remind pupil of the school rule and values • Draw back from confrontation • Speak to the pupil privately and at eye level PIPREP • Re-remind them of the class expectations (e.g. at St. Andrew's we allow others to ENJOY their learning) • Give the pupil time to rectify behaviour • Draw back from confrontation • Speak to the pupil privately and at eye level PIPREP (e.g. I can see you're angry, right now, I'll come back when you've calmed down)
1 REMINDER	<ul style="list-style-type: none"> • ALWAYS FOLLOW UP • Speak to the pupil privately and at eye level PIPREP (e.g. You are talking and your classmates cannot hear me so I need you to speak quietly)
2 WARNING	<ul style="list-style-type: none"> • 5 minutes time out to cool down in agreed class/safe space • No expectation to complete work • Adults to avoid confrontation and allow pupil to calm down safely
3 TIME OUT	<ul style="list-style-type: none"> • Welcome positively back into the learning • Speak to child privately and at eye level if needed to join back in with work
4 WELCOME RETURN	<ul style="list-style-type: none"> • Acknowledge good behaviour choices 5:1 • Use positive and proximal praise • Use positive reinforcement to re-engage • Re-explain task if needed • Use non-verbal reminders • Listen to pupil
ATTENTION FOR BEST BEHAVIOUR	<ul style="list-style-type: none"> • If behaviours continue: <ul style="list-style-type: none"> Recorded on CARE CARD if they have one Referred to CARE Cabin for Reflection & Restoration Listen to pupil and use restorative Qs • If behaviours escalate, SLT to be called
5 REFLECT & RESTORE	

Our Welcome Return script is:

1. *I notice that/ I wonder if you are feeling...*
2. *We care about you and at school we expect...*
3. *Remember when you... that's who I need to see today*
4. *Thank you for listening.*

Our Restorative Qs:

What happened?

Who was affected?

How did they/you feel?

How can we make things better because I care about your actions?

What have you learned from this?

Phase 5:11

Appendix 2: STAR Analysis

What happened at the time?	What we could do differently to promote positive communicating behaviour in the future?
Setting (Time, environment, relationships, etc.)	
Trigger (stressor)	
Action (What happened?)	
Result (What happens next?)	