



Relational Behaviour Policy

Lead: Miss J Rowe

2024-2025



New Guild Trust is committed to core values of inclusion and partnership. We aim to work with each other to build and maintain community within the school. New Guild Trust has a reputation of being a relationship led, highly inclusive; we are proud of our diversity and our inclusive approach which creates a rich, cohesive learning environment. We work to create a strong foundation for all pupils to ensure they have the best opportunity to reach their full potential.

As a trauma informed school, that is emotionally responsive to the needs, challenges and difficulties of all members of its community including those children with SEND and mental health and well-being difficulties. Encouragement, constructive praise and feedback about work and behaviour are vital in helping children to develop a positive self-image which leads to good behaviour. It is the right of all children, regardless of their special needs, gender, ethnicity, physical ability, linguistic, cultural or home background, to have access to quality learning experiences in a safe, secure and supportive environment. We recognise our legal duties under the Equality Act 2010 and those in respect of safeguarding and supporting pupils with special educational needs and disabilities. Alexandra Junior School will always take into account an understanding of child development, each child's developmental level, emotional milestones and the particular needs of each child when determining how to deal with behaviour issues. All adults in our school understand that children's poor or unacceptable behaviour sends a message about the challenges they experience and we endeavour to understand what the root cause of the behaviour is, without using it as an excuse, in order to facilitate and guide support, introduce rewards and sanctions and promote change and improvement.

Thinking of a child as behaving badly disposes you to think of a punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress. This relational policy details the ethos and pathways of support that are embedded into the culture and procedures at Alexandra Junior School. At Alexandra Junior School, we fully understand that behaviour is a form of communication of the emotions and we believe that in order for all children to succeed, some children may need different levels of extra support to be able to achieve self-regulation of their own emotions to consistently demonstrate positive behaviour, therefore we believe that sometimes children have to be treated differently to help them to be the same.

The most important aspect for children to feel valued, safe and secure is the sense of connection with staff. Strong relationships with staff are vital. Staff must be consistent and fair with children (taking into account individual needs) and children



need to understand that the staff member is in control at all times enabling children to feel safe.

Through restorative approaches between all children involved, they will learn how to put things right and improve. They will learn that the choices they make, lead to their own actions that have both positive and negative consequences. Staff and children need to understand how to overcome any conflicts they come across. (See section on restorative approach)

We believe that children learn best in a happy, safe and caring environment and that it is the responsibility of all staff, pupils, parents and governors to promote this. We foster a knowledge and awareness of **Rights and Responsibilities** (as in accordance with UNICEF) as part of our school ethos. Every child is important and everyone has the right to feel safe at all times. Our policy aims to promote excellent behaviour, support pupils with their behaviour choices, develop empathy for others and resolve conflict. We have 3 main principles which are: **Be Ready, Be Respectful and Be Safe (The 3Bs)**

In practice this means that:

- Ready: We listen to each other and we are ready to work;
- Respectful: We treat each other, property and the environment with respect;
- Safe: We choose appropriate behaviour to keep everyone safe at all times.

Objectives

- To promote good behaviour and discipline;
- To develop awareness of responsibilities, consequences and empathy for others through restorative talk (see appendix 2 for Restorative Talk Process);
- To promote self-esteem, self-discipline, equality, regard for authority and positive relationships based on mutual respect;
- To ensure fairness of treatment for all irrespective of race, religion, gender, sexuality or disability;
- To encourage consistency of response to both positive and negative behaviour;



- To promote early intervention and to involve outside agencies where appropriate;
- To provide an environment free from bullying and any form of harassment and to promote such values in the wider community - See Appendix 1 for the Anti-Bullying Statement;
- To encourage a positive relationship with parents/carers;

Positive Behaviour Management

We believe that good behaviour is a choice and that we can support all of our children to make the right choices with their behaviour. We do this through a wide variety of positive behaviour management approaches, underpinned by restorative justice principles and practices - **See Appendix 2**. These are outlined in our Staff Handbook and inform our working practices throughout the school. We use positive incentives to help children understand that their actions have reactions (both positive and negative) and where necessary we apply consistent consequences to support children in making positive choices. When required we develop and implement individually tailored behaviour plans to ensure all of our children are equipped with the skills they need to make the right choices. We actively 'teach' appropriate behaviour in all situations. This is modelled to the children at all times by the ways adults interact with children and with each other. We aim to be calm and consistent at all times in our dealing with children, this fits with the calm, quiet and productive working environment we aim to foster.

When conflicts emerge we take the time to listen and discuss the issues with all parties, adhering to the principles of restorative justice. We then ensure opportunities to make amends are provided where necessary so resolutions involve all those children involved in the conflict.

Attitudes for Learning

The required Attitudes for Learning are simply stated as being ready to learn and require each pupil to take personal responsibility for their behaviour. Children will be supported in acquiring the required Attitudes for Learning as part of their spiritual, moral, social and cultural development which will be covered through the curriculum as well as in assemblies, lessons and our behaviour system.

Being ready to learn involves:

- Coming to school with a positive attitude;
- Arriving on time;



- Being properly equipped;
- Performing to the best of your ability;
- Being calm and attentive

Taking personal responsibility for behaviour and being respectful involves:

- Respecting the right of others to learn; their opinions, personality, privacy and property;
- Following the Alexandra Junior School uniform policy;
- Moving around the school in a quiet and orderly manner, keeping to the left at all times in school corridors;
- Seeking support/guidance from an appropriate adult if needed;
- Caring for the environment in and around school;
- Behaving appropriately whilst in school uniform to uphold the school's reputation and status.
- The way we fix problems between each other
- Talking things through, listening to each other.

Being Safe involves:

- Considering the way we move about
- Moving between rooms sensibly
- Lining up sensibly
- Using equipment sensibly
- Considering keeping everyone safe in other contexts ie. online

Role and Responsibilities

The Local Governing Body of Alexandra Junior School will establish, in consultation with the Headteacher, Senior Leadership Team, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour. Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. Parents are encouraged to work in partnership with the school to assist



the school in maintaining high standards of behaviour.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations.

Staff Responsibilities

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. At Alexandra Junior School, agreed and expected adult behaviours build appropriate relationships and encourage positive behaviour in every child.

We have developed a number of important processes which are explained below.

Teachers in particular and all support staff are expected to:

- Build strong relationships with every child
- Get to know and connect with each child as well as possible
- Meet, greet and welcome each child using their name when they enter the classroom each day showing visible enthusiasm
- Show 'deliberate botheredness'.
- Set the tone for the classroom and other school areas by showing positivity and kindness at all times.
- Use positive language at all times and never shout in anger or displeasure
- Very explicitly teach, recall and regularly re-teach all expected behaviours and key routines in a timely manner with care and compassion rather than retrospectively and re-actively with a punitive tone
- Re-teach behaviours as context, curriculum, and age changes and as time passes
- Persistently and relentlessly catch expected and positive behaviours
- Agree rules, routines and expectations of behaviour in writing in the class and demonstrate their relationship to the three rules
- Keep emotion for when it is most appropriate: passion for teaching and learning and praise for children's achievements



- Deal pro-actively, promptly and positively with any low level disruption
- Conclude the day positively and start the next day afresh.

Children need to know that the significant adults in their lives value them for being themselves and not just for what they do. Showing unconditional regard is an important element in providing the emotional environment through which children can develop a positive self-image. Small things such as knowing the names of children throughout the school, greeting all children positively and taking an interest in hobbies and families can make a huge difference. Active listening is about giving full attention to the speaker in a non-directive, non-judgemental way. It is also a way of giving thoughtful, undivided attention in a way that communicates genuineness, acceptance and empathy.

Parent/Carer Responsibilities

The behaviour of children both inside and out of school remains the responsibility of the parents/carers of the individual. Parents/carers should be aware that teachers have a statutory power to discipline children for misbehaving outside of the school premises and to act upon incidents witnessed by a member of staff or reported to the school.

Behaviour to and from school

The school's normal disciplinary procedures apply to pupils travelling to and from the school premises in school uniform.

Behaviour on school trips

The school's normal procedures also apply to school trips. Incidents of poor behaviour choices will result in a pupil being supported with behaviour on future trips, as well as the imposition of the normal consequences.

Playtimes and lunchtimes

To help keep procedures consistent for the children the same behaviour system operates both in class and on the playground. We offer support for children who find lunchtimes a challenge. This will be supported by the class teachers and the pastoral team.

Routines

Staff ensure that there are consistent routines in place in their classroom and for when their children are around the school as this instils further safety and security for children to know how to meet the high expectations of working together in a busy school environment. These expectations are reinforced through assemblies and interaction with the children. It is everybody's responsibility to support children where these expectations are not met, but more importantly to comment positively when they are.



Good routines are in place for:

- Start and end of the day
- Transition times
- Moving around the school
- Break and lunchtimes

Rewards

Alexandra Junior School believes that good behaviour should be rewarded. Our school believes that hard work on good behaviour, whether of a temporary and developing; or a permanent and consistent nature, should be rewarded.

Rewards include:

- Individual - verbal praise, stickers, house points, sent to head or other staff for praise, job responsibilities, attendance prizes (weekly celebration, termly treat for the best class), weekly star of the week award and head teachers award in celebration assembly.
- House system - house points awarded with house points being celebrated weekly.
 - Superclass Treat
- Attendance- Alexandra aims for 97% attendance to be above the national average. The class with the highest attendance each week and term wins a reward (e.g. extra break time, extra time on the inflatable assault course).
- Whole school end of term treat - this is a celebration, a ritual that we all fully take part and enjoy the event to mark everyone's hard work and commitment they have given to the ethos through the term.

House points

There are four houses at Alexandra. They are named after castles:

Conwy, Ludlow, Stirling and Windsor. The teams nominate house and captains annually from members of Year 6. The house captains will collate the weekly and termly house point totals.

Whole school house points

The houses compete, whole school, for a variety of events and house team rewards e.g. Sports day, school quizzes,



Overall termly house winners and overall annual house winners:

Above House team rewards negotiated by student council and house captains annually.

Superclass

Our SUPERCLASS system works on rewarding positive behaviour on a whole class basis, instilling the ethos of collective responsibility within a class. Every day the class has the opportunity to be awarded one letter from the word 'superclass'. When they have collected all ten letters the whole class enjoys a reward. A letter is awarded when no one unwanted behaviour recorded through the tracking system. Each day the whole class starts with a 'clean sheet'.

Individual housepoints

Children earn housepoints through demonstrating a variety of positive behaviours e.g. homework, good manners, being extra kind and helpful. Adults throughout the school can award housepoints. At lunchtime, during assembly or from the school office children will be given a special ticket or sticker to show the teacher and enter a housepoint. 1 house point to be awarded per good piece of work or action.

They record their housepoint using DOJO an online system for their team in the classroom.) When a child reaches 100 points, they will be awarded with a Bronze certificate for excellent behaviour. 150 points = silver certificate.

200 points = gold certificate.



What do the staff do if a child is showing inappropriate behaviour?

<p>Inappropriate or inconsiderate actions, unsafe behaviour) Child displays inappropriate behaviour</p>	<p>Member of staff highlights the behaviour to the child and clarifies / reinforces expectations with them (referring to the 3Bs where appropriate). Praise, modelling and encouragement. Child given opportunity to think about correcting their behaviour if the incident is a minor infrequent occurrence e.g. called out and disrupted or interrupted others during a class activity.</p>
<p>Inappropriate Behaviour continues</p>	<p>Member of staff repeats expectations and makes any immediate adjustments to support the child. (See table below : examples of classroom approaches to supporting low level repeated behaviour, table ii integrated experience to minimising escalation) Child and member of staff may use 5 minutes of their own time (morning break, lunch) to discuss strategies and goals for improvement discussed for the next learning session.</p>
<p>Child continues to communicate through inappropriate behaviour</p>	<p>Member of staff repeats expectations and makes further adjustments to support the child. Child and teacher may use next break/lunch to restore negative consequence of behaviour and reinforce positive choices for improvement - up to 15 minutes. (See table iii below for examples of restoring negative consequences of behaviour). The support of a nurture team professional maybe required to support the member of staff for children with specific ESMH (Emotional social mental health needs). Or to discuss strategies for a child who is apparently struggling on a rare occasion.</p>
<p>Further unacceptable behaviour communicated on the same day or same behaviour regularly in one to two weeks. (parents or carers contacted) (Completion of a positive behaviour plan</p>	<p>Contact made with parents or carers on the same day (class teacher/ family support worker/ senior leader) to enable a discussion together for review of challenges, strategies and support for improved emotional self-regulation and behaviour. Create a joint action plan. A nurture professional or member of the senior leadership team may assist the member of staff to implement immediate intervention and parental/ carer contact if required. Child may be supported to take time out/ thinking time away from whole class as directed by the adult if needed. Child is supported by the member of staff to be responsible for restoring the cons</p>
<p>serious incident (e.g. swearing, fighting, intentional high risk unsafety) (Completion of behaviour action plan/ BAP - copy goes home) Parents or carers meeting</p>	<p>A nurture professional or member of the senior leadership team will assist the member of staff to implement immediate intervention and immediate parent or carer contact. Children may be supported a by an immediate cool off/ thinking time away from their peer class/ break if there is a serious incident (e.g. physical attack on another pupil, personal violation e.g. pulling someone's trousers down, throwing of any objects, use of indecent language, leaving a classroom or the school without permission). Seclusion-working out of class/ small group intervention/ or where necessary referral to preventative exclusion or fixed term exclusion placement will be discussed and agreed with the school staff supporting the child and senior leaders. The school reserves the right at the discretion of the headteacher to exclude a child for a fixed or permanent term without following</p>



through the procedures recorded in the table below.

All serious ESMH (emotional, social or mental health) behaviour incidents are recorded on the secure school system by school staff and whenever a parent or carer is contacted about lower level behaviours. SEND It is recognised that children who have a Pupil Passport do not fall into the parameters of this policy and as such will have sanctions and rewards built into their passport by which their behaviour will be further supported to improve towards their independent ability to self-regulate their emotions and actions.

The following table shows examples of classroom approaches to supporting correction of repeated / regular low-level classroom behaviours and ensuring learning is not disrupted for the individual and whole class. (the following is only a list of examples for illustration, staff are skilled in identifying specific examples of support for specific behaviours where support is needed).

Behaviour	Examples of support strategy
Calling out in class	Visual individual desk prompt to put hand up, listen, wait turn to speak
Tapping a pencil/ ruler on the desk	Tangle twister to fiddle with
Getting out of seat	Equipment checklists to ensure organised, timers to stay on task
Turning around and talking	Change seat to be at the back of the room
Running through the corridors	Practise with an adult every day for a week for 2 minutes before break time walking with supervision to revisit be safe rules
Pushing others when lining up	Special class job to be busy during lining up times, time to practise in a small line
Avoiding completing work in class	Check class work is at the right level, revisit self-help if stuck strategies, time to catch up with adult support if needed or independently in own break time
Forgetting homework or PE kit	Parent or carer support at home to be organised, visual organiser checklists for independence. Option to complete in school or at after school club



Integrated Experience

All staff are trained to have a full understanding of emotional needs resulting in behavioural actions and use a graduated response to de-escalate situations (CPI / MAPA ©)

Behaviour levels	Staff attitudes/ supportive and corrective approaches
<p>1. Anxiety</p> <p>Definition : a change in behaviour</p> <p>Indicators: rocking on a chair, fiddling with equipment, noises, calling out, facial expressions, body language.</p>	<p>1. Supportive</p> <p>Definition: empathic, non-judgmental approach.</p> <p>Examples: reassurance, talking to the child, smile, thumbs up, sit close (pandemic safety allowing), identify basic needs (safety, warmth, food)</p>
<p>2. Defensive</p> <p>Definition: beginning to lose self- control</p> <p>Indicators: argumentative, throwing objects, walking off, ignoring staff, distracting others, hands over eyes/ ears. Swearing</p>	<p>2. Directive</p> <p>Definition: deceleration on escalating behaviour</p> <p>Examples: quiet word, distraction, offer time out, staff near. (all supporting the child to return self-control)</p>
<p>3 .Risk behaviour</p> <p>Definition: behaviour that presents an imminent or immediate risk to self or others.</p> <p>Indicators: kicking, causing harm to self or others, running off, climbing, threatening with a dangerous object</p>	<p>3.physical intervention</p> <p>Definition: an emergency response aimed at minimising risks and keeping everyone safe.</p> <p>Examples: remove other children, follow at a safe distance, reinforcing right choices, physical intervention - block path, shepherd to a safe space, hold always as a last resort to ensure safety.</p>
<p>4. Tension reduction</p> <p>Definition: Decrease in physical and emotional energy.</p> <p>Indicators: relaxed facial expression, child can talk, cry, tired, can give eye contact.</p>	<p>4. Therapeutic Rapport</p> <p>Definition: restorative approaches to re-establish rational communication of relationships and routines.</p> <p>Examples: talk about feelings, restorative chat, physical (put the room back into order), learn from an event, now and next.</p>
<p><i>Be ready, be kind, and be safe.</i></p> <p><i>(children understand expectation)</i></p>	<p><i>Consistent calm adult behaviour</i></p> <p><i>(absolutely key)</i></p>



EXAMPLES OF RESTORATIVE APPROACH TO POSITIVE BEHAVIOUR

At Alexandra we call the following five points as a restorative chat:

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who was affected and how?
5. How can you make things right?

Note: Consideration should be made about when this process should take place, ensuring a pupil is ready to discuss what happened

Further examples of supportive restorative adult to child scaffolding:

Can you explain the B..... rule/ code and tell me the positive and negative consequences that you have a choice to make, which choice would give you the best consequence/ outcome?

Think about the negative consequences of breaking the B..... rule, your choice will result in you not being ready to complete your work and having to use your own time to catch up OR not being kind and calling someone names on the playground will result in you losing your friends. How can you change your choices of behaviour to help you show how brilliant you are at following the B code/ rule for that?

Make the right choice.

Super effort for making the right choice to follow the B rule by (putting up your hand, waiting your turn to speak, moving away from the distraction etc.).

Use of consistent positive statements and the use of restorative approaches to correcting behaviour through choice and improved choices.

This is very important at Alexandra as it reinforces showing respect and models the use of positive language.



Table ii) Examples of restorative responses to negative consequences of actions

Children have to have the opportunity to reflect on their actions and the impact this may have had on others. Below are examples for some situations that may occur in school and the types of response that are appropriate.

Incident - negative consequence of behaviour	Restorative approach
Incident against another person (of any 3bs)	Restorative chat - Show the person that has been affected by the child's action that they are sorry. This can be in the form of verbal, written, picture, or an action. We do not force children to say sorry - they've got to want to do this with true sincerity.
Incident relating to theft, damage to property etc. (relates to be kind or be safe)	Where possible - a natural reparation should be 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 e.g. vandalism that could not be fixed by the child - the child should then give time to complete a site task which enables the site person to fix the problem. Where there is a cost for replacement of an item that has been damaged this cost may be sought from the child following discussion with the family.
Conflict during an activity e.g. football at break time (relates to all 3 bs)	Work with staff needed in order to ensure subsequent participation can be successful. E.g. having reduced time / supervision / or not taking part in the activity until the child can demonstrate self-regulation in free time.
Child being disruptive in lessons (e.g. relates be ready)	Child remains in for some or all of the break to catch up with the work that hasn't been completed. OR The need for a discussion with teacher regarding behaviour and how to improve this in the next session.



Home – school support for each other and communication.

Parent and carer support are essential if strategies are to be effective in school. School is also here to support parents and carers with developing positive behaviour at home alike. School has a wealth of parent and carer support resources ranging from simple top tips to full training courses.

Parent and staff communication around supporting a child with their emotions and behaviour should and will always be at the earliest opportunity.

Class teachers are available at the end of every day for parents and carers to discuss any behaviour issues or concerns. Alternatively parents and carers can make an appointment with their child's teacher via the school office.

Bullying (including online)

Everyone at Alexandra believes that we all have the right to work and play in a happy school. We have high expectations for each other's safety and wellbeing and never tolerate bullying behaviour from anyone.

We teach the children to identify what is bullying and to understand that bullying is when:

- something is ongoing,
- unfair
- on purpose / deliberate

The school has a strong ethos for children to always speak out if something/ anything is making them feel unhappy. When bullying issues arise they will be treated seriously and will be reported to the Headteacher and dealt with through strategies outlined in our anti-bullying policy and maintained on record.

Racism and any other form of prejudice

When incidents of hatred towards another due to race, religion, sex or any other form of prejudice occur they will be treated seriously and will be reported to the Headteacher and governors and maintained on record.

Physical Intervention

Adults will not use any form of physical intervention e.g. holding, unless it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property. If this is planned then it will only be carried out by Safety Intervention trained staff. If physical intervention is needed immediately in order to safeguard, then staff will hold using 'reasonable force' only. Any incident of physical intervention will be recorded and the parent



Alexandra Junior School - Behaviour Policy



or carer informed of the incident on the same day. (See also Positive Handling policy). Positive Handling intervention is never used as a behaviour management strategy.

This policy complies with section 89 of the Education and Inspections Act 2006.

This policy is reviewed annually (Miss Julie Rowe – Behaviour Lead).