



HEXTON J.M.I. SCHOOL

Positive Behaviour and Relationships Policy

Supported by Hertfordshire STEPS approaches

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Signed (Headteacher)

Signed (Chair of Governors)

Intent

At Hexton JMI, we believe that all behaviour is communication. We want our children to feel safe, cared for and happy at school, and our Positive Behaviour and Relationships Policy sets out the ways in which we will foster prosocial feelings in our children, staff and parents/carers. We believe that happy children learn, and strive to ensure that we can support all of our children and meet their needs. This should allow them to predominantly experience prosocial feelings and to demonstrate predominantly prosocial behaviours. This policy sets out agreed ways to promote effective behaviour for learning and to develop positive and effective relationships using a therapeutic approach.

We aim to:

- create a school where everyone feels safe, accepted and loved
- create a calm, purposeful and safe environment for everyone
- foster positive and respectful relationships
- teach children about their own and others' feelings and the impact their own and others' behaviour can have on these
- teach the importance of rupture, repair and restore in developing healthy relationships
- encourage compassion for ourselves and others in the school and wider community
- promote engagement in school life and celebrate the achievements of everyone

"You can't teach children to behave better by making them feel worse. When children feel better, they behave better."

- Pam Leo

Relationship to other policies

This policy has close links with other cross curricular policies such as:

- PSHE
- Anti-Bullying
- Equality & Accessibility
- EYFS
- Health and Safety
- Home / School Agreement
- RPI
- Safeguarding
- SEND

Values

At Hexton JMI School we have a set of six principles which scaffold attitudes to learning. These are known as the **Hexton 6Rs**. 6Rs are displayed around school and referred to in lessons and consistently modelled by the adults in school. These form the basis of our behaviour discussions.



Responsibilities

These are listed in our home/school agreement.

As a school, we will try our best to:

- Support children's wellbeing and safety by providing a safe, supportive and caring environment
- Help and encourage children to reach their full potential
- Monitor and communicate with parents and carers regularly on their child/ren's progress
- Provide a broad and balanced curriculum that caters for all children, including when delivered remotely
- Promote high standards of behaviour so we can maintain a safe environment for all children
- Offer children opportunities to develop a sense of responsibility, form healthy social relationships and build their self-esteem
- Set homework that supports the delivery of the curriculum
- Offer opportunities for parents and carers to get involved in school life
- Communicate between home and school through newsletters, email and the school website
- Respond to communications from parents in a timely manner, following school policies
- Encourage good attendance and address any concerns with parents or carers where necessary

Pupils should do their best to:

- Arrive at school on time and ready to learn
- Be kind, safe and respectful, helpful and polite to others
- Try their best to do their work and ask for help if they need it
- Wear the correct school uniform
- Bring all the equipment they need each day
- Be friendly and caring towards other children and adults
- Listen to instructions from the adults at school and show the school values
- Do all of their classwork and homework as well as they can and on time
- Look after the school equipment and be respectful of the school environment
- Not post about the school on social media sites
- Remember that they represent their school both at school and outside of school
- Dream big, achieve bigger!

Parents should do their best to:

- Be proud of their child/ren and of Hexton JMI School
- Ensure their child/ren attend/s school regularly, arrive/s by 8:50 a.m. at the latest and is/are properly equipped
- Avoid taking a leave of absence in term time
- Make the school aware of any concerns or problems that might affect their child/ren's work or behaviour
- Support the school's policies and guidelines for behaviour
- Support their child/ren in reading and homework
- Attend parents' evenings and discussions about their child/ren's progress
- Teach their child/ren to treat all people and property with respect
- Treat all members of staff with politeness, calmness and respect
- Refrain from posting photos of school events and (negative) comments about the school on **Social Networking sites.**

School Ethos

In line with our inclusive school ethos, the curriculum is adjusted to meet the needs of every pupil and this may include advice from external professionals. At Hexton JMI School we use a range of strategies to encourage and promote self-efficacy and behaviour for learning:

- All staff build positive relationships with all pupils. We treat our children with care and concern at all times.
- Class teachers explain changes in routines and expectations to classes and take responsibility for the overall welfare of their pupils.

- Children have an opportunity to take on extra responsibilities.
- Pupils' progress, efforts and achievements are recognised and rewarded.
- Teachers make reasonable adjustments for individuals and scaffold learning so that all pupils can access the learning for their academic year group.
- Teaching strategies used across the curriculum promote working individually, in pairs or groups, support pupils to take part actively in discussion, develop effective decision-making skills and foster a love of learning and independence. This will enable pupils to experience predominantly prosocial feelings, leading to more prosocial behaviour.
- The school participates in community and charitable activities throughout the year to develop a sense of citizenship and belonging.
- The Headteacher and SENCo support and empower staff to manage behaviour consistently positively and create a safe, purposeful and engaging learning environment.

Prosocial and antisocial behaviour and feelings

The feelings and behaviours listed are examples: the lists are not exhaustive.

| Prosocial feelings | | | Antisocial feelings | | |
|---|-------------|--------------|--|-----------|------------|
| Liked | Comfortable | Brave | Angry | Hopeless | Powerless |
| Loved | Motivated | Curious | Worried | Scared | Hopeless |
| Respected | Safe | Capable | Sad | Withdrawn | Useless |
| Involved | Encouraged | Valued | Lonely | Depressed | Humiliated |
| Included | Able | Secure | Misunderstood | Fearful | Defiant |
| Relaxed | Hopeful | Optimistic | Cautious | Panicked | Tearful |
| Calm | Trusting | Determined | Anxious | Naughty | Aggressive |
| Tolerant | Needed | Kind | Embattled | Hurt | Excluded |
| Inquisitive | Happy | Absorbed | Shamed | Ashamed | Unsure |
| Playful | Proud | Enthusiastic | Blamed | Reluctant | Frustrated |
| Supported | Wanted | Understood | Criticised | Judged | |
| Prosocial behaviour | | | Antisocial behaviour | | |
| <ul style="list-style-type: none"> • Completing work to a high standard • Contributing • Sharing/playing with friends • Looking after others • Being helpful • Being friendly and caring towards others • Looking after equipment, tidying up • Dealing with disappointment/being resilient | | | <ul style="list-style-type: none"> • Refusal • Reluctance to contribute • Being unkind in words or actions • Violence (verbal/physical) • Bullying • Lying • Destroying/damaging property | | |

Behaviour curriculum

We believe that the three pillars of primary education are numeracy, literacy and emotional literacy. We have developed our behaviour curriculum to support our children to be as ready for the next stage of their education in terms of their emotional literacy as they are in maths, English and across the curriculum. This is set out in Appendix 1 of this policy.

Feelings walls

As part of our behaviour curriculum (see Appendix 1), there is a feelings wall in each classroom. This will be referred to regularly to help children to build their emotional literacy. Teachers may also consider using strategies such as 'word of the day/week' or stories alongside their PSHE teaching to support children to talk about feelings and behaviour.

Promoting prosocial behaviour:

We endeavour to foster intrinsic motivation in pupils i.e. we want children to show prosocial behaviours *because they understand the implications*, not *in order to receive a reward*. Adults will use positive phrasing that asks for the behaviour we want to see in our children, e.g. "Walk in the corridor, thank you." "Put the pen on the table, thank you." Children who demonstrate Hexton JMI School values and demonstrate prosocial behaviours consistently are recognised in the following ways:

- praise (publically and privately) – focusing on effort, not outcome
- nonverbal recognition (e.g. thumbs up)
- sharing work with the class, other adults, including the headteacher
- direct praise to parents/carers at the end of the day
- sharing work with parents/carers
- whole school rewards

Good effort and behaviour is acknowledged in the whole school weekly ‘celebration’ achievement assembly. Children are presented with a golden ticket and sticker from the headteacher. These golden tickets will be focused on effort and demonstration of the Hex 6Rs. We will regularly review our reward systems, focusing on how they make our pupils feel. We endeavour only to use strategies that foster prosocial feelings. No strategies will be used in class or otherwise that can lead to feelings of shame, embarrassment or comparison between children (e.g. traffic light systems).

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential.”
- EYFS September 2014

Unsocial behaviour

Staff should take care to distinguish between *unsocial* behaviour (e.g. not wanting to take part, but still able to contribute in other ways) from *antisocial* behaviour. Unsocial behaviour does not usually have an impact on other people.

Antisocial behaviour:

Antisocial behaviour can be sub-categorised into ‘difficult’ and ‘dangerous’ behaviour.

Difficult behaviour

Our staff will:

- Seek to understand the route of the difficult behaviour.
- Put in place reasonable adjustments and learning resources to support or challenge pupils in their learning.
- Calmly describe the behaviour they expect to see and expect children to comply.
- Focus on identifying and describing the behaviour, explaining its effect and asking for acceptable behaviour and any necessary remedial action necessary.
- Use ‘Reflection Sheets’ and social mapping documents to enable children to resolve incidents.
- Where possible, encourage children to reflect and repair using ‘I’ statements and focusing on how their behaviour impacted others’ feelings.
- Ensure behaviour issues are dealt with initially by the member of staff in contact with the child. This information will be shared with the class teacher who has main responsibility for pupils’ behaviour over the school day.
- Ensure there is a record of the difficult behaviour on CPOMS, written by the adult who initially dealt with the incident. The class teacher will follow up this log with actions taken.
- Talk to the head and SENCo if difficult behaviour is becoming unmanageable or frequent.
- Be supported by the head and SENCo with strategies to manage pupil behaviour. When all strategies have been implemented, external agencies may be contacted.

We understand that children may not always demonstrate prosocial behaviours. In lessons, low-level disruption should be dealt with quickly and efficiently. This process should be followed consistently by all adults, using strategies such as:

- positive phrasing e.g. “Sit quietly, thank you.”
- maintaining personally effective social emotional competence

- spotting and praising prosocial behaviour
- limited choice e.g. “use that pencil or put it down,” “work quietly there or move to another table,”
- using non-verbal cues and privately understood signals
- being persistent, insistent and consistent in their expectations
- giving take-up time
- disempowerment of antisocial behaviours e.g. “you can listen from there,”
- reducing noise/distractions
- conditional directions e.g. “When you are ready, we will continue.”
- values and expectations reminders
- partial agreement
- using bespoke visual cues
- referring to the feelings walls
- giving pupils chance to talk about what is troubling them

If a child does not respond to this the following guidance is followed:

- ✓ **First warning** – the child is told what behaviour needs to be demonstrated/is redirected.
- ✓ **Discussion** – child is taken for a (private) discussion outlining expectations, covering any difficulties or needs and outlining consequences if difficult behaviour continues.
- ✓ **Think time** – the child moves to the thinking table within the classroom for a set period of time. Here they continue with their work or take an agreed period of time to ‘reset’ their behaviour.

Each class has a thinking space with access to resources that help a child to regulate including four key questions:

- What happened?
- Why?
- How do I/others feel?
- How can I fix it?

For most children this process will be successful and children will learn to reflect upon their choices and regulate their behaviour.

If a child refuses to leave the classroom/playground/area (despite take-up time) and is becoming extremely disruptive or is aggressive, an adult should send a red ‘help needed card’ to the school office. The headteacher or SENCo will initially support. If unavailable, another member of teaching staff should assist as required. The behaviour will not be discussed by the staff in front of the child.

The following de-escalation script is followed:

(Child’s name)
 I can see something has happened
 I am here to help
 Talk and I will listen
 Come with me and... (e.g. Come with me to the library)
 Thank you

Adults record the facts of the incident on CPOMS and at an appropriate time report the incident. The aim of any intervention is to de-escalate and help all parties regulate their emotions and to return to more prosocial feelings.

Once the situation has been made safe the child will be given time away until they calm down. At an appropriate time after the event, the child will be supported to reflect, restore and repair. This should be later the same day or early the next day, when the child is completely calm. Consequences should be timely, fair and reparative. Depending on the age and abilities of the child, strategies may be used to support the child to reflect upon their behaviour. e.g. social mapping /reflection sheet/social stories.

Restorative questions

Restorative questions should be used to discuss, in a non-judgemental manner, the behaviour incident with the child. These include:

- How did you feel?
- What happened?
- What were the people involved thinking and feeling at the time?
- Who has been affected? And how?
- How can we put right the harm?
- What have we learned so as to make a different choice next time? *Next time I'm... I will...*
- What would you like to happen next?
- How can we make things better for... (you)?
- If everything was going to be alright what would need to happen?
- How can you help put this right?
- How can we make it ok for you to go back to lessons/activities?
- What do you think... might need?

The impact on others should be considered, including, where appropriate, witnesses to difficult behaviours.

Dangerous behaviour

Where behaviour is deemed dangerous to the child themselves or others, much swifter action will be taken. This will usually be taken by the headteacher or SENCo. This may include removing a child from a class/session, removing other children, or – only in extreme circumstances – using agreed STEPS strategies for a safe escort (see Appendix 5).

Exclusion

In the case of extremely dangerous behaviour, the head teacher can use a period of **internal exclusion** where a child or children may not go back to class for a fixed period of time and complete learning out of class. In extreme situations, the head teacher may decide that **suspension** is appropriate using LA and DfE guidance. Any decision made of this nature is never taken lightly. The purpose of suspension or exclusion must be for the school (and other professionals) to put in place additional support to enable the child to be a successful member of the school community on their return. As part of a suspension, parent/carers will receive a letter (with official wording). The child will be invited to attend a reintegration meeting, on return to school, with their parent/carers.

Links with Home

At Hexton JMI School, we believe in working in partnership with parents/carers. If the class teacher becomes concerned by behaviour, informal contact will be made with the parents. If the concerning behaviour continues, a more formal communication system is established with parents which includes a face to face meeting and regular contact. In more extreme cases, a Pastoral Support Plan (PSP) may be established. This document is reviewed regularly and could be used to support referral to external agencies.

If a parent is concerned at behaviours they are seeing, then the first point of contact is the class teacher and support will be offered as appropriate. Communication between the teacher and parents will be maintained until such time that the parents and / or class teacher feel that the matter is resolved.

Complaints procedures

The school's procedures for dealing with complaints about behaviour are a part of the school's procedures for handling all complaints. (Please also see Hexton JMI School Complaints Policy).

Procedures for Review and Evaluation

The policy review will be led by the headteacher in line with the school monitoring schedule.

Appendix 1: Our behaviour curriculum

| Emerging | Developing | Secure |
|---|---|--|
| My feelings and emotions | | |
| <ul style="list-style-type: none"> • Recognise a range of feelings and emotions (prosocial and antisocial) • Be aware of body needs • Value their bodies and capabilities • Take responsibility for themselves • Develop risk management | <ul style="list-style-type: none"> • Recognise that feelings can affect behaviour • Explain how feelings can impact our behaviour • Have a sense of self-worth • Have a range of strategies to manage own feelings • Identify strategies for what to do to feel safe | <ul style="list-style-type: none"> • Show resilience in the face of adversity • Use mindfulness to reduce stress • Be assertive without aggression • Understand different types of risk, including positive risks • Identify who we can speak to about feelings and emotions • Understand and identify the benefits of experiencing a range of feelings and emotions |
| Relationships | | |
| <ul style="list-style-type: none"> • Understand why positive relationships are beneficial • Understand what makes us feel happy and/or sad • Talk about manners | <ul style="list-style-type: none"> • Identify what makes others feel the way they feel • Understand kindness • Be sensitive to personal boundaries • Know how to make and keep friends | <ul style="list-style-type: none"> • Discuss healthy and unhealthy relationships • Restore and repair • Respect and responsibility |
| Community, collaborations and contribution | | |
| <ul style="list-style-type: none"> • Name and describe school values | <ul style="list-style-type: none"> • Understand and respect different types of effective learning behaviours e.g. levels of talking voice, how to move around the school • Name and show understanding of rights and responsibilities | <ul style="list-style-type: none"> • Explain why different rules are needed in different situations and how to contribute to these • Show understanding of human rights and the law • Be part of a community and/or different groups • Resolve conflict |

Appendix 2: Useful behaviour management strategies

Routines

Very clear systems help to minimise disruption. Consider how children line up, where they sit, who gives out and collects in equipment, how children move around the school, how they change for PE, what happens at home time, how they use the cloakroom/toilets etc.

Presence

Put yourself in a position where you can see what is going on and scan for children who are off-task. Redirect children before behaviour has become disruptive. Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

Specific praise

Avoid empty, vague terms such as “good boy,” “good girl,” and “well done.” Instead, be very specific: “Thank you for walking/sitting quietly,” “That was kind of you to share with Nigel,” “You laid your work out very neatly.”

Public praise and private reprimand

Public acknowledgement of good behaviour can be very powerful. Usually, reprimands should be as private as possible; lowering a child’s self-esteem is likely to increase misbehaviour. Some children find direct praise hard to handle, so praise should be specific and you should be sensitive to the impact. Praise can also be non-verbal (a smile, a thumbs-up or a values sticker). In some cases it is important to ‘catch them being good’ as a way to prevent poor behaviour choices.

Acknowledging feelings

Listen to children and make them feel significant. Children often misbehave because they feel upset. One reason for this can be to attract adult attention. Being aware of a child’s feelings can pre-empt them resorting to other ways to get your attention. Remember all behaviour is a language and the child is only trying to communicate his/her feelings.

Give them a choice

Give children limited choices where possible. Both choices should be of equal value e.g. talk here or in the library/work in your book or on paper/you can draw first or do the writing first. Being given choices increases a child’s sense of independence and reduces conflict.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will escalate.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, fairness, conflict resolution. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair in adults. Being self-aware and seeking support is essential. All responses should be low key and matter of fact.

Be aware of yourself

When dealing with disruptive incidents, consider the following:

- your position in the class;
- your proximity to disruptive children;
- your facial expression and the use of eye contact;
- your posture;
- your tone of voice and choice of words.

I statements

Give an “I” message. State clearly “I want to see...” rather than criticising the child. This ensures behaviour is addressed, avoids conflict and models assertive behaviour.

Positive phrasing

Use positive phrasing to ask for the behaviour you expect to see, “I’d like everyone listening... thank you.” (I.e. not “don’t/stop...”). Use short sentences and pause for effect.

Choice, direction and ‘when...then’

- “Jamil, you can either work quietly by yourself or you can come and sit with me”.
- “When you have finished tidying up your area... then you can sit wherever you want...”

Pause Direction

Make a deliberate pause between gaining a child’s attention and a direction, to ensure they have had

sufficient 'take up' time, e.g. "Michael (*pause*) ... David (*pause*) ...could you face this way and listen, thanks". Gain their attention, with eye contact.

Take-up time

Simply, "Michael... (*pause to gain attention*) come here for a moment." Then look away and talk to someone else. Michael will come. It also works in the corridor. "John, come over here for a moment", then walk away to a private area. John will follow. You can then have a quiet word about the behaviour.

Appendix 3: Prosocial learners and our values

| A Prosocial Learner and Prosocial Learning – What They Look Like | |
|---|--|
| <p style="text-align: center;">Ready</p> <p><i>Adults are prepared and confident. Children are motivated to learn and know what is expected of them. There are high expectations and a shared vision for the school.</i></p> | <p>Prosocial Learner:</p> <ul style="list-style-type: none"> • Organised and ready to learn • Hydrated/nourished • Arrives on time • Attends regularly • Listens attentively • Reads at home • Asks questions about the learning <p>Prosocial Learning:</p> <ul style="list-style-type: none"> • Resources prepared • Pupils on task • Manipulatives easily accessible • Adults have a shared understanding • Effective parent – school partnership |
| <p style="text-align: center;">Responsible</p> <p><i>Adults and children look after each other and themselves in order create an atmosphere of trust. Everyone speaks politely and looks after school property.</i></p> | <p>Prosocial Learner:</p> <ul style="list-style-type: none"> • Demonstrates behaviour for learning • Looks after property • Takes responsibility in class or around the school • Applies the British values • Honest and trustworthy • Self - motivated <p>Prosocial Learning:</p> <ul style="list-style-type: none"> • Engagement and participation • Learners know targets and their next steps • Resources being used to support learning • Reflects the community and encourages citizenship |
| <p style="text-align: center;">Reflective</p> <p><i>Adults reflect on own practice and demonstrate life-long learning. Children are given opportunities to think and develop a mindful approach to school.</i></p> | <p>Prosocial Learner:</p> <ul style="list-style-type: none"> • Thinks about themselves as a learner • Applies prior knowledge and skills • Explains thinking • Uses past experience to solve current problems • Develops a sense of awe and wonder <p>Prosocial Learning:</p> <ul style="list-style-type: none"> • Looking back at prior learning (back track) • Making links to own experience • Experiences at home are applied in school • Pupils and adults engaged in the learning • Learning is of a high standard • Immediate feedback is specific |

Respectful

Pupils and adults interact politely and with regard for the other person. Feelings and emotions are expressed clearly with the desire to seek a resolution.

Prosocial Learner:

- Positive attitude to learning
- Speak politely
- Express worries and concerns clearly
- Demonstrates compassion
- Listens to others opinions
- Follows instructions
- A role model to others
- Shows respect to peers and adults
- Respects property and environment

Prosocial Learning:

- Pupils on task
- Celebrates difference
- Collaboration
- Cooperation
- A sense of mutual respect
- Promotes an attitude of 'Fair for All'

Resourceful

Adults model resourcefulness and children use strategies and past experience in current lessons. Challenges are overcome in a calm and purposeful manner.

Prosocial Learner:

- Demonstrates Independence
- Uses different strategies to overcome barriers
- Uses resources to support learning
- Confident in ability
- Demonstrates curiosity and asks questions
- Good basic skills and knowledge

Prosocial Learning:

- Pupils are challenged in learning
- Pupils work things out for themselves
- Mistakes are seen as learning opportunities
- Problems are solved efficiently
- Children and adults work collaboratively
- Uses resources/ learning walls support learning
- Develops Mindfulness

Resilient

Adults and children to show determination at times of challenge. There is a sense of unity and purpose in learning that is inclusive and celebrates all achievements.

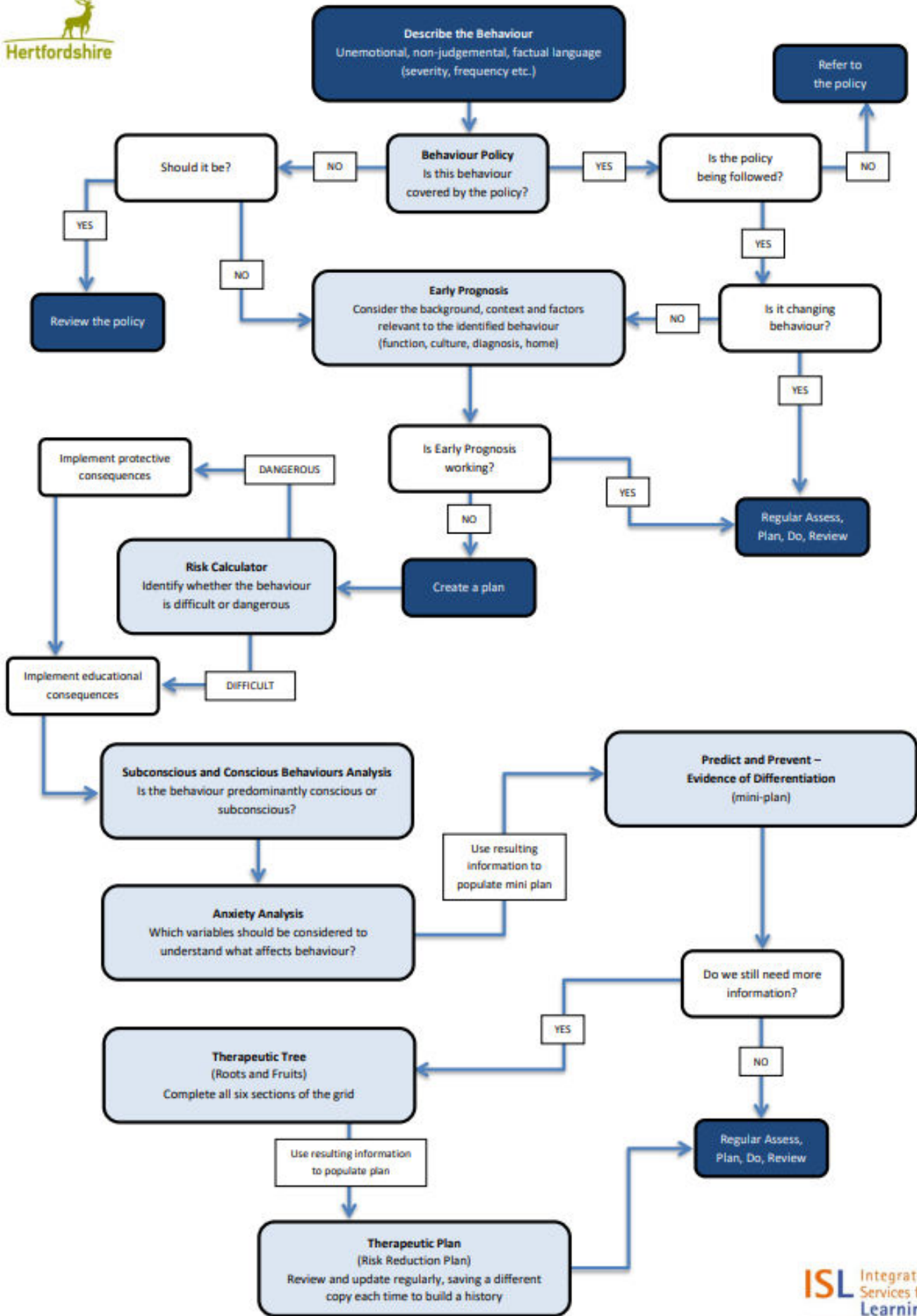
Prosocial Learner:

- Enthusiastic to learn and seeks challenge
- Overcomes difficulties
- Perseveres
- Open to new approaches and ideas
- Recognises feelings and can name them
- Enjoys learning and school

Prosocial Learning:

- Pupils work attentively on extended tasks
- Trial and error applied
- Can recognise feelings and regulate themselves
- Mistakes are part of the learning process.
- Learning is high ceiling and low threat
- The atmosphere is purposeful, fun and challenging

Appendix 4: Behaviour flow chart



Appendix 5: safe escort during extremely difficult or dangerous behaviour episodes

Offering an arm (to support, guide or escort)



ISL Integrated Services for Learning
making positive change

Supportive hug (to support, guide or escort)



ISL Integrated Services for Learning
making positive change

Open mitten escort (to support, guide and escort)



ISL Integrated Services for Learning
making positive change

Open mitten guide (to protect or turn)



ISL Integrated Services for Learning
making positive change

Any safe escort carried out must be in line with the RPI policy.