



CRICH JUNIOR SCHOOL

Behaviour Policy

Policy reviewed September 2024.

Policy ratified by Governors October 2024

Signed Headteacher:

Signed Chair of Governors:

Rationale

At both Crich Junior School we strive for excellence and believe that through a culture of support and guidance, which is fair and restorative, pupils will develop and reach their fullest potential. It is the belief that every child should be given Unconditional Positive Regard, which means that all children are treated with kindness and fairness regardless of their actions and behaviour. This means that children at Crich Junior School can always trust adults to be calm and deal with situations fairly, no matter what has previously occurred. This approach is built on:

- Genuineness: being honest and transparent
- Acceptance: all children should feel accepted and understood
- Empathy: understanding feelings and behaviours

Whilst most negative behaviours can be dealt with quickly through a corrective comment from staff, more persistent or concerning behaviours will require a clearer understanding of the situation and contributing factors. All staff will use an enquiry based approach, and not make assumptions. In all cases, staff will remain calm and provide unconditional positive regard to resolve issues. We seek to understand and work with pupils to come to helpful resolutions, guiding them to learn how to treat others kindly and how to be responsible members of the school community and of wider society.

Staff need to understand the pupils and get to know them on many levels; it is necessary to identify and understand insecure attachments, effects of trauma and SEND to maximise positive steps and positive outcomes.

Furthermore, it is recognised that in order to fully meet the needs of pupils, of which many present with complex needs, it is a necessity that the school is attuned, attachment friendly and nurturing .

It is integral that work is carried out to co-regulate behaviours, but also to provide the skills for pupils to identify their own need and to educate them and up skill them in order to self-regulate and allow for positive changes.

Work is carried out with parents to understand their needs and difficulties, as well their experiences and to help and provide support for them so that any unmet needs away from the school can be met. We aim to provide the care necessary to allow pupils to succeed through constructive liaison and positive relationships between staff and parents and carers.

To support long term behaviour change we deliver sessions that include but are not restricted to:

- Art or play therapy
- Key worker/mentoring time
- Use of therapeutic language/intervention
- Outdoor learning
- Lego based therapeutic interventions
- Relaxation/mindfulness
- Music interventions
- Cooking
- Helping in the community
- STEM
- Pupil choice
- Relational plans

Choice and consequences

We promote fairness and restorative principles across our school; we are child- centred and inclusive. We have an approach which is built around positive relationships between staff and pupils as well as pupils and peers. Additionally, we aim to enable all pupils to have the ability to understand their own behaviour, to self- regulate and build positive relationships within and outside the school. Consequently, pupils at Crich Junior School have the right to:

- Unconditional Positive Regard
- Recognise their unique identity and their needs considered.
- Be treated with respect and dignity, as well as being a valued member of the learning community.
- Learn and achieve in a safe environment.
- Be protected from harm, violence, assault and acts of verbal abuse.
- High expectations from staff
- Learn to understand their own behaviours.
- Learn how to apply restorative principles in their life.

Moreover, we endeavour to ensure that:

- Parents, carers, staff and pupils are positive about behaviour and safety.
- Parents are supported to use positive strategies with their child in responses to negative behaviour.
- Pupils value the learning environment and wish to contribute to a safe, calm and positive school.
- Pupils show engagement, respect, courtesy and collaboration over time, in and out of lessons regardless of starting point.

- Instances of bullying are rare and pupils are acutely aware of the many different types of bullying outlined within the school anti-bullying policy. They try to actively prevent any form of bullying and through positive behaviours show acts of kindness and care.
- Behaviour for Learning improves over time and attitudes help to maximise outcomes (<https://www.behaviourforlearning.co.uk/about-behaviour-for-learning>)
- All pupils feel safe at school at all times and are aware of what constitutes safe and unsafe, they are able to identify the situation and maintain the safety of themselves and their peers.
- Quality first teaching and support from highly trained staff meets the needs of all individuals; interventions are timely and appropriate in order to allow pupils to prosper and flourish.

Underpinning values and ethos

At Crich Junior School we aim to meet the complex needs of our pupils through:

- The provision of a predictable and safe environment, explicitly founded on nurture and attachment principles that promotes security through consistent routines and clear expectations and values.
- A focus on celebrating, promoting and positively reinforcing positive behaviour.
- The application of Unconditional Positive Regard for all pupils, acknowledging and addressing any inappropriate behaviours which may arise by attuning to the pupil and their need and working with them on strategies.
- Recognising that all inappropriate behaviour is an expression of an unmet need – all staff seek to understand what the behaviour need is and, working with the child, introduce strategies to support them and reduce the behaviour, in cases of more extreme and persistent inappropriate behaviour.
 - The provision of an appropriate learning curriculum with carefully-planned learning opportunities including the development of social and emotional aspects of learning.
- The confident and consistent employment of compassion, warmth and trust as a way to support and engage pupils by connecting in a congruent and caring way.

Relationships, Structure and Routine

For the pupils who attend Crich Junior School who have suffered trauma or may have insecure attachments, they may have experienced a fragmented school life which makes relationship building and following organised structure a challenge. It is, however, important to provide those things in order to help them remain and feel safe, safe from harm and safe to make mistakes in order to progress. Positive relationships between pupils and staff are essential in order to reach milestones and beyond. Crich Junior School use Restorative Approaches to ensure that the

running of the school is smooth and pupils learn, are engaged and progress. There is a need for rules in order to keep boundaries firm but fair.

- Rules, routines and boundaries are more effective when adults have formed positive relationships with young people and can be used to reinforce and develop the desired behaviours.
- Expectations are clear; teachers will be responsible in developing these in order to keep everyone safe, and ensure that teaching and learning is successful and pupils enjoy and achieve.
- Through Unconditional Positive Regard the environment remains safe. Learning is at the forefront of what the school does.

Rewarding positive behaviour

Rewards are an integral part of development but it is important to recognise that pupils who may have experienced trauma, have insecure attachments and negative experiences of school may not respond to the rewards in ways expected. Therefore, it is integral that pupils are involved in planning of rewards, that they feel their needs are met through rewards which they may have chosen and are reachable.

While we strive to have intrinsically motivated pupils, evidence does suggest that rewards can be used to motivate pupils, with an aim to reward positive behaviour rather than punish the negative .

- Behaviour which leads to rewarding consequences is more likely to be repeated.
- ALL staff are responsible and actively involved in rewarding positive behaviour.
- Achievements, success and positive behaviour both in and out of school are supported and celebrated.
- Rewards used across the school are varied and reflect the individual pupil and class.

Informal rewards are used and embedded in to the fabric of Crich Junior School, as they are proven to be effective and achieve the desired effect. They may include:

- Smiles, positive eye contact and gestures
- Targeted praise statements, at a group and or individual
- Spontaneous peer group praise
- Phone calls and or other forms of communication with parents/carers
- Written comments in books
- Displaying of good work
- Additional responsibilities
- Positive praise
- Sharing good work and or behaviour with other professionals, including social workers etc

Additionally, more formal rewards, which may be targeted or individualised, can and will be used, responding to the age and need of the pupil or per group. Examples of this include: certificates in assembly, the star chart system, off site activity or an agreed reward with staff and pupil.

Restorative Approaches

For persistent or concerning behaviour problems, the interventions necessary to help regulate and develop behaviour positively are designed using restorative principles. It is the belief of the school that ‘interventions’ which are restorative by nature are unique learning opportunities; situations where the behaviour can be highlighted and addressed allowing for positive outcomes and minimising the opportunity for those behaviours to be present further.

This begins by using questions such as:

What do you think has happened?

How did it make you feel?

How do you think... felt?

What could you have done to make sure everyone felt safe?

Is there anything you could do now to help?

What will you try to do next time?

By adopting Restorative Approaches, interventions are more likely to reflect the nature of the class, group and individual. Interventions may include:

- Planned support strategies, including sensory breaks, mentoring, key workers and calming strategies.
- Verbal and non-verbal communication to demonstrate mood, facial expressions, body language, and hand gestures and so on.
- Positive reinforcement.
- Unconditional Positive Regard.
- Consistent modelling of positive behaviours and desired behaviours from all staff.
- Opportunity for pupils to remove themselves from a situation if anxieties/frustration becomes increased.

At times, formal interventions are necessary. They may be implemented following due consideration of any incident. It is important that context, antecedents and pupil age are considered and may come in the form of:

- Taking reparative action
- Catching up on lost learning at a suitable time
- Informing parents/carers
- Exclusion: a period of time agreed with parents/carers after consultation, allowing for reflection and contemplation (see LA exclusion policy).

Staff support systems

At Crich Junior School we strive to create a safe and enriching learning environment. We aim to promote positive behaviours and minimise the risk of incidents which may require interventions.

On some occasions, behaviour displayed can be challenging and pose a threat to the safety of the pupil, peers and or staff.

The use of restrictive physical interventions (RPIs) is only used to prevent:

- Self-harming

- Injury to other children, service users, staff or teachers
- Damage to property
- An offence being committed, and
- In school settings, any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils

In exceptional circumstances (as listed above), staff may be required to intervene and take action using reasonable, proportional and necessary force, ensuring that it is in the best interest of the service user and for the minimum required time. These incidents will be recorded on My Concern/Confide.

At Crich Junior School, staff share best practice, discuss in a professional manner, supportive manner and environment, which encourages the sharing of opinions, e.g. through our staff meetings, both formal and informal.

When a specific pupils' behaviour is becoming concerning, it is an issue which is to be shared with all relevant staff. We will:

- Discuss alternative ways to respond to a specific behaviour that may promote a positive learning experience.
- Support in analysing behaviour, producing individual action plans and reviewing any interventions used.
- Systems that allow for the quick access of leaders to support in crisis situations.

Parent support systems

We believe that parents/carers should be involved and play a key role in the education of our pupils. The school will strive to build positive relationships with parents/carers and show them the same Unconditional Positive Regard. Positive relationships with parents/carers allows for successful transition planning, opportunities to develop positive behaviours both in and out of school and impact positively on learning.

If parents/carers believe that measures contained within this policy are unjust or unfair, they can lodge a formal complaint through the school's Complaints Procedure.

Support systems for pupils

In addition to regular teaching and learning about positive behaviour and regular attendance underpinned by a nurture approach, the school provides the following support to pupils:

- Liaison with parents/carers, previous schools, outside agencies and services.
- Regular pastoral reviews to identify pupils most at risk, included as part of any regular academic progress reviews.
- The delivery of an exciting and innovative curriculum
- Regular contact with parents/carers to inform them of progress being made by their child and with regard to the celebration of achievement and behavioural achievements.
- Contact with parents/carers on the first day of any unexplained absence and discussion between the pupil and staff responsible for their registration.
- Contact with parents/carers in the early stages of an issue.

- Referrals for specialist advice from agencies linked to the school via the Parent Support Advisor.
- Sensory equipment to support regulation
- Staff support.
- Peer support and buddy schemes.
- Parents/carers consultations.
- Access to therapeutic intervention.
- Where appropriate, a Key Worker is allocated to assist with the behaviour management of identified pupils.
- Access to safe spaces where they can regulate away from their peers in a low stimulus environment.
- Access to the Headteacher where they can regulate their behaviour away from peers if appropriate.

Monitoring and Evaluation

Serious behaviours/Incidents (bullying etc) are reported on to 'My Concern', data is collated by the headteacher and reported to the Governors. Reviews of support and interventions will be carried out by staff and updates passed on to the Governors, including any next steps required.

This policy should be read in conjunction with:

Child Protection and Safeguarding Policy

SEND policy

Anti-bullying Policy

Related guidance

Keeping Children Safe in Education 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education__3_September_2018_14.09.18.pdf

Preventing and Tackling Bullying/Cyber Bullying Advice for Teachers

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Mental Health and Behaviour in Schools

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf

Links to legislation

Education Act 1996 <https://www.legislation.gov.uk/ukpga/1996/56/contents>

School Standards and Framework Act <http://www.legislation.gov.uk/ukpga/1998/31/contents>

Education Act 2011 <http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted>

