



OCKLYNGE JUNIOR SCHOOL

Relationships and Positive Behaviour Policy

Date approved by governors	
Date of next review	September 2024
Status	Statutory
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OCKLYNGE SCHOOL VALUES

**We are Responsible
We are Respectful
We are Reflective**

We are Resilient

Introduction

We aim to create a safe and positive learning environment where pupils are valued, nurtured and supported with their social and emotional development. We have identified four main values which lie at the heart of all we do at Ocklynge;

RESPECT

RESILIENCE

REFLECTION

RESPONSIBILITY

General Aims

- For all pupils and adults to be able to work safely and happily.
- For all staff to model and teach children to show respect and kindness towards all, regardless of whether they have different beliefs, religions, opinions and culture.
- For all staff to model and explicitly teach manners and behaviour necessary for success in a range of social and formal situations.
- To enable each child to develop social skills and emotional literacy for life, so that they become increasingly confident, self-aware, able to manage their emotions and be responsible for their own behaviour choices.
- To help children to develop a social responsibility within the community, as they increase their understanding of the world we live in, so that they will develop into actively caring, responsible, inclusive and thoughtful citizens.
- To raise self-esteem of all members of our school community by praising and noticing achievements, skills and behaviours that adhere to our values.
- To fully involve parents in knowing how their child is behaving at school so that we can both work together to praise children and to help solve problems as they arise.
- For adults to be consistent in their rewards and sanctions, have a commitment to dealing with all behaviour and communicating with key adults to ensure the policy of rewards and sanctions is always followed.
- To improve staff confidence in applying a therapeutic approach within their class dynamic
- To support the inclusion of those pupils with difficult or dangerous behaviours
- To reduce and eliminate exclusions
- To support consistency for services within East Sussex

Principles

Our policy is underpinned by the principles of **Therapeutic Thinking** and **Changing Chances** and should be the plan for the majority of children. In addition to this, some children may require a Behaviour Plan to formalise strategies that differentiate from policy. Others may need a more flexible approach at times of anxiety and change or in specific circumstances.

Therapeutic Thinking is an approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the dynamic

We acknowledge that behaviour is usually a communication of underlying difficulties. When children are misbehaving we need to remember how difficult they may be finding it to make sense of situations and we need to remember to uncover what may be at the root of a child's behaviour and offer early intervention, as well as protecting the right of our school community to feel safe, be respected and be able to learn.

When we use a therapeutic approach;

- we analyse behaviour rather than moralise about it
- we look for the root causes from feelings and experiences
- we model therapeutic practices with all children, adults in school and parents or visitors from outside
- Our language is chosen carefully from universal scripts to be outcome and resolution focused rather than emotive

**Positive experiences create positive feelings.
Positive feelings create positive behaviour.**

How We Teach Behaviour

Pupils are encouraged to take responsibility for their actions and to take responsibility for helping others. We encourage honesty when pupils have made mistakes and use it as an opportunity for reflection. We link behaviours to our school values Reflect, Respect, Responsibility and Resilience.

- **Relationships**
The more you know about the child, the more therapeutic you can be
- **Role modelling**
This is essential – for e.g. we have to show them how to 'play nicely' by playing with them
- **Routines**
But with flexible thinking referring to individual circumstances and quick wins
- **Prioritising prosocial behaviour**
Really valued in every child – thanking them, proximal praise. Planning **alternatives to antisocial behaviour**
- **Reward and positive reinforcement**
Should be given freely and unexpectedly, not as a form of bribery
- **Feedback and recognition**
Give feedback when something has not been asked for – don't just celebrate the things that are expected (e.g. sticker for holding the door open – this should be the norm)
- **Comfort and forgiveness**
Understanding and know that we will do it differently tomorrow
- **Ignoring**

Unsocial and low level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours

- **Positive language**

Tell children what you would like to see, not what you don't e.g. Please walk rather than don't run

- **Restorative Practice**

Follow up the behaviour, its impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

- **Consistency**

Using the 5 step approach consistently and linking behaviours to our school values

- We manage the development of internal discipline to gradually replace external discipline – using an approach based on self-direction and self-motivation to replace control measures such as bribery, punishment and control

Types of Behaviour

Prosocial

Relating to behaviour which is positive, helpful, and intended to promote social acceptance. Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people.

Behaviour which benefits other people or society.

Prosocial behaviour can be defined as the 'absence' of antisocial behaviour.

Examples;

The best examples are demonstration of the values of our school;

The Values are displayed in all classrooms and around the school and frequently referred to. All behaviour systems link back to the values and are re-visited at regular intervals and used in assemblies.

Unsocial Behaviour (referred to as 'difficult')

Relating to behaviour which is difficult, not enjoying or trying to behave sociably in the company of others, but not to the detriment of others.

Not doing as instructed, but not to the detriment of others.

Move around the room without permission

Examples;

Refusing to complete the work set

Choosing to do another activity than the one the class are doing
(reading/drawing on whiteboard etc)

Rocking on their chair

Calling out/talking to a friend

Not listening to instructions

Playing/fiddling with objects

Antisocial Behaviour (some are referred to as 'dangerous')

Relating to behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour that is likely to cause injury, harassment, alarm or distress.

Behaviour that violates the rights of another person.

Examples;
Hurting others, causing harm to another

Rewards

Achievement points

1. Classes will use the SIMS system and children are able to earn individual and class reward points.
2. The class will have a target amount, set by the teacher, leading to a class reward.
3. Children are able to earn achievement points by following the school values of Respect, Responsibility, Resilience and Reflection. Each school value will be worth 1 achievement point.
4. Staff may also award achievement points at their discretion.
5. Parents will be able to see all their child's achievement points via Edulink.
6. We should be aiming for approximately 10 achievement points per week (2 per day):
100 achievement points – bronze certificate in Term 2
250 achievement points - Silver by term 3 or 4
450 achievement points – Gold by the summer term

Supporting Behaviour

Any cause for concern with pupil behaviour, social skills, anxiety, anger management, mental health or change in behaviour due to a family circumstance should, in the first instance, be discussed between the class teacher and the parent. The most effective intervention will be one, which the class teacher can oversee, as the adult who knows the child best in school and has the daily contact with them and which the parent will be fully involved in through good communication with the school. In more serious cases, SLT will contact outside agencies for support. The Stages of Intervention plan will be used to document this.

Responding to Antisocial Behaviour

When a child's behaviour is antisocial we expect staff to "Be curious not furious" about behaviours. We remind children that every session is a new beginning.

Staff will use the agreed language:

I wonder...

I imagine...

I notice...

I can see that...

'Believe, Achieve and Succeed'

Stage 1

Non verbal cues

Walking over to the child – possibly placing your hand calmly down on the table






Eye contact

A nod of the head

Waiting for silence before you talk

Having clear expectations from day 1

Praising others for doing the right thing i.e. well done James I see you are ready...
After the lesson, the teacher might have a discussion with the child.

Respect, Reflect, Responsible, Resilience Together we care, together we achieve	
1	 Stop <small>Warning/limit – explanation as to why the behaviour is not acceptable – linked to 4Rs</small>
2	 Think <small>Think about the behaviours – how are these affecting others</small>
3	 Choice <small>Use a choice Linked to the values</small>
4	 Support <small>Behaviour point Explain the consequence</small>
5	 Reflection Time <small>Class teacher to log on / aim Class teacher contact parent – must be a call or in person</small>

The Step process will then be used:


- 1 - Stop, (card to give out/ leave on desk whilst teaching)
- 2- Think (card to give out/ leave on desk whilst teaching)
- 3- Choice (talk about values/ make reasonable choices)
- 4- Support point (1 point) – recorded on SIMS
- 5- Reflection – teacher to speak to parent (2 points) – recorded on SIMS
- 6– Behaviour Point/ Behaviour mentor – (logged on my concern – behaviour points on chart)
- 7 – Senior management/Head teacher

Safeguarding:

If a child is LAC, CIN or on a CP plan ALL incidents must also be recorded on My Concern

Automatic reflection - Physically hurting someone / racist / transphobic / homophobic / Biphobic, harmful sexualised behaviours, swearing in a context/ intent (SLT discretion)
violent – damaging school property (2 points)

The stages of Intervention document will be required to document:

Ocklynge Junior School – Pupil Support Document		
Name		

Stages of Intervention	✓	Notes including dates
Stage 1 Teacher phone call 5 points	<input type="checkbox"/>	
Stage 2 HOY/Phase lead to call parents 20 points	<input type="checkbox"/>	Add to my concern/liase with SENCO – behaviour team - intervention
Stage 3 Behaviour meeting 30 points	<input type="checkbox"/>	Address the impact of intervention put in place at 20 points – Joint working with SENCO/Behaviour mentor to begin to develop behaviour risk assessment and extra support.
Stage 4 Head/Deputy meeting in school 40 Points	<input type="checkbox"/>	Head/Deputy in school (risk assessment pre written to this meeting and discussed and shared with parents for them to sign) potentially reviewing points on risk
Stage 5 SENCO 45 Points	<input type="checkbox"/>	ESBAS referral to be sent – Meet with ESBAS worker – observe in class and follow interventions –showing impact.
Onsite Exclusions	<input type="checkbox"/>	
Suspension	<input type="checkbox"/>	
Stage 6 External Provision including ESBAS 50+ points	<input type="checkbox"/>	

Reflection Time:

Reflection time is logged by the class teacher on to SIMs. It is the teacher responsibility to ensure the child attends reflection time. Reflection time takes place during lunchtime for 20mins. All 'Reflection Times' must be recorded on to My Concern by the member of SLT.

Internal Exclusion:

This may be used if a child is not responding to the sanctions and consequences outlined above. The Headteacher or a senior leader will speak with the child's parents and outline the internal exclusion procedure. The child will be excluded from class and other pupils during the period of exclusion, and appropriate classwork should be completed. Following the period of internal exclusion, the child will return to class and his/her behaviour will be monitored by the teacher.

External Exclusion:

Only the Headteacher can exclude a child. However, if the Headteacher is absent, the behaviour lead or most senior teacher can do this in the headteacher's place. Whenever possible, this will be done following a telephone conversation with the parent/carer.

A child may be excluded for a fixed period or permanently only:

- In response to serious breaches of the school behaviour policy
- After a range of alternative strategies have been tried and failed (unless a one-off incident is exceptionally serious); and
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.

At this stage the Behaviour Team will look at Behaviour Plans and Risk Assessment. This information will feed into the reintegration meeting will take place before the child returns.

Procedure for exclusion:

The school follows County and national guidelines to ensure children and parents are given the support required.

Parents are informed on the day of exclusion, by telephone, where possible, and also in writing, with the reasons for the exclusion. The exclusion would normally begin on the next school day. An excluded child will be provided with appropriate work by the class teacher. The work will be marked and feedback provided.

This policy is in line with the following documentation:

1. 'Behaviour and Discipline in Schools' published by DfE Jan 2016. [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/494612/behaviour-discipline-in-schools-guidance.pdf) guide for headteachers and School_staff.pdf

Special Education Needs and Disability (SEND)

Children on the special educational needs register should be able to follow the same rewards and sanctions system as all other pupils, with the exception of any different or extra strategies, interventions and additional support mechanisms identified in their individual plans. If necessary other strategies can be used which are more suited to the individual need, this should be recorded on their SEN plan.

Positive Handling

We will only use Positive Handling as a last resort to keep children and adults safe. We have trained staff in the school. Please see full Positive Handling Policy for more information

Searching

School staff can search a pupil for any item if the pupil agrees.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item such as knives, stolen items, pornographic images, illegal substances or any item that could cause personal injury or damage to property. Please see full Searching, Screening and Confiscation Policy for more information.

Named Governor	Ciaran Treloar
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Roles and Responsibilities of all adults working within the school

Role	Responsibility
Trustee	<ul style="list-style-type: none"> • Be outstanding role models in demonstrating the school values • Establish the policy • Monitor and review the effectiveness of this policy
Headteacher	<ul style="list-style-type: none"> • Be outstanding role model in demonstrating the school values • Ensure structures are in place to support the effective implementation of this policy • Be visible
Senior Leaders	<p>SLT and Behaviour Mentors are not expected to deal with behaviour referrals in isolation. Rather they will stand alongside colleagues to support, guide, model and show a united consistency to the learner.</p> <p>Senior leaders will:</p> <ul style="list-style-type: none"> • Be a visible presence around the site • Ensure that procedures are developed and consistently applied • Ensure that all staff are aware of and understand this policy • Ensure that staff training needs are identified and targeted • Support staff with serious incidents • Use behaviour data to target and assess school wide behaviour policy and practice • Encourage partnerships with parent to modify negative behaviour

Teaching staff	<ul style="list-style-type: none"> • Be outstanding role models in demonstrating the school values • Ensure that standards of behaviour in lessons are excellent • Ensure that classroom expectations are clearly outlined and understood by all students • Ensure that disruptive behaviour does not present a barrier to learning by consistently implementing the behaviour policy • Ensure the safety of children while on duty by actively promoting positive behaviour in line with the school values
Learning Support Assistants	<ul style="list-style-type: none"> • Be outstanding role models in demonstrating the school values • Reinforce the expectations for positive behaviour • Ensure that disruptive behaviour does not present a barrier to learning by consistently implementing the behaviour policy • Ensure the safety of children while on duty by actively promoting positive behaviour in line with the school values
Lunchtime supervisors	<ul style="list-style-type: none"> • Be outstanding role models in demonstrating the school values • Ensure that disruptive behaviour does not present a barrier to learning by consistently implementing the behaviour policy • Ensure the safety of children while on duty by actively promoting positive behaviour in line with the school values
Office Staff	<ul style="list-style-type: none"> • Be outstanding role models in demonstrating the school values • Reinforce the expectations for positive behaviour
All staff	<ul style="list-style-type: none"> • Be outstanding role models in demonstrating the school values • Establish a relationship of mutual respect with students • Deal promptly and personally in matters of discipline • Consistently apply the behaviour policy procedures

Expected code of conduct for children

Expected behaviour	Explanation
Mobile phones	Not to be used on the school site – this includes before and after school. If it is necessary for them to use the phone, this should be in the presence of a member of staff. The mobile phone is given to the teacher in registration and is kept in the classroom and returned at the end of the day.
Uniform	All children are expected to wear full uniform. No jewellery can be worn. No make-up or nail varnish. No brightly coloured dyed hair.
Attitude and manners	We expect children to respond with the same level of respect to all adults on the school site, including lunchtime supervisors as they do their teachers. Parents should report any unacceptable behaviour to the members of staff on duty.
Online safety	Children are not allowed to access sites which may contain potentially unsuitable content unless supervised by an adult who has already monitored the content. Children should not encourage other children to view unsuitable content of games, social media and internet content.
Online safety	We do not deem it suitable for children to access any social media sites below the recommended age of 13.
Before and after school rules	Children are not allowed to play on the play equipment before or after school . Children are not allowed to play football or ride on skateboards, scooters or bikes.
Eating around school	Children should not eat in the corridors walking around school. They are not allowed gum, sweets or energy drinks.

Links with other school policies and practices:

This Policy links with a number of other school policies, practices and action plans including:

- Anti-bullying Policy
- SMSC Policy

- KCSIE Policy
- Complaints Procedures
- Safeguarding and Child Protection Policies
- Confidentiality Policy
- Online Safety and Acceptable Use Policies (AUPs)
- Social Media Policy
- Curriculum Policies such as PSHE and Computing
- Thrive Information
- SEND Report
- Positive Handling Guidance
- Code of Conduct
- Searching, Screening and Confiscation Policy